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ABSTRACT

This curriculum guide discusses the Burlingame High School English Department policies, procedures, and course offerings (phased English courses and selective/elective course offerings). Minimum requirements and booklists for leveled English, selective booklists and media lists, elective booklists, senior elective booklists, film order information, and lists of the English department tape collection comprise the bulk of this document. (LL)

ED 088069

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SUPPLEMENTARY ENGLISH CURRICULUM BOOK, 1973-74

# ENGLISH DEPARTMENT

Burlingame High School
Burlingame, California

DEPARTMENT POLICIES AND PROCEDURES

COURSES OF STUDY

CURRICULUM GUIDE

Department Members, Fall, 1973

Miss Jean Anderson
Mrs. Jane Bowers
Mr. Roland Christensen
Miss Joan Christopher
Mr. Robert Corfman
Mrs. Ann Emerson
Mr. John Gregory
Mr. Don Hirschbein
Mrs. Jeanie Kwong
Mr. Glen Morgan
Miss Janet Murtaugh
Mrs. Ann Rarden
Mr. Marshall Umpleby, Chairman

On Leave

Mrs. Susan Hall
Mrs. Ann Koller
Mrs. Ann Rounds

Teaching Assistants

Mrs. Libby Brady
Mrs. Becky Herrero
Mrs. Sharon Rogers

Department Secretary

Mrs. Eva Bell

CS 201 023

Burlingame High School
English Department

1973-1974

# TABLE OF CONTENTS


I. English Department Policies and Procedures

II. English Department Course Offerings

A. Chart of English Department Offerings

B. Phased English: Description of Courses

C. Selective/Elective Offerings: Description of Courses

D. Leveled English: Minimum Requirements and Book Lists

1. Minimum Requirements, Level 1
2. Minimum Requirements, Level 2
3. Minimum Requirements, Level 3
4. Book List, Level 3 - Fall Semester
5. Book List, Level 3 - Spring Semester
6. Minimum Requirements, Level 4 (pp. 1-2)
7. Book List, Level 4 - Fall Semester
8. Book List, Level 4 - Spring Semester
9. Minimum Requirements, Level 5 (pp. 1-2)
10. Book List, Level 5 - Fall Semester
11. Book List, Level 5 - Spring Semester
12. Minimum Requirements, Level 6 (pp. 1-2)
13. Book List, Level 6 - Fall Semester
14. Level 6, Corollary Kit - Old Man and The Sea
15. Book List, Level 6 - Spring Semester
16. Level 6, Corollary Kit, To Kill a Mockingbird

E. Selective Book Lists

1. The American Dream, Book List
2. The American Dream Corollary Kit - Death of a Salesman & 16 Famous American Plays
3. The American Dream Corollary Kit - Giants in the Earth
4. The American Dream Corollary Kit - The Great Gatsby
5. American Short Fiction, Book List
6. The Art of the Film, Book List
7. Communication, Book List
8. Creative Writing, Book List
9. Humanities, Book List
10. Individual Authors 3, Shaw and Ibsen, Book List
11. Individual Authors 1, Faulkner and Steinbeck, Book List
12. Introduction to the Theatre, Book List
13. Literature of the Imagination, Book List
14. Mass Media, Book List
15. Modern American Poetry, Book List
16. Myth and Folklore, Book List
17. Oral Interpretation of Literature, Book List
18. Poetry, Book List

Table of Contents - Supplementary Curriculum Book, 1973-74 (continued)

E. Selective Book Lists (continued)

19. Readings in Popular Writings, Book List
20. Science Fiction, Book List
21. Science Fiction Corollary Book Program, Book List
22. Shakespeare 1, Book List
23. Shakespeare Corollary Kit - Julius Caesar and Cleopatra
Julius Caesar in Shakespeare, Shaw and the Ancients
24. Speech, Book List
25. Sports in Literature, Book List

F. Elective Book Lists

1. Basic Reading, Book List
2. Developmental Reading, Book List 1-4 & 5-6
3. Drama, Book List
4. Journalism 1-2 & 3-4, Book List
5. Publications 1-8
6. Stagecraft

G. Senior Elective Book Lists

1. Advanced Composition, Book List
2. Advanced Composition Corollary Kit - Hamlet
3. Composition Review, Book List
4. Independent Study, Book List
5. Senior English: Novel, Book List
6. Senior English: Novel Corollary Kit - Pride and Prejudice
7. Senior English: Novel Corollary Kit - The Plague
8. Senior English: Short Fiction, Book List

H. Book Count: September, 1973

I. Film Order, 1973-1974

III. English Department Tape Collection

A. American Drama (AD) pp. 1-2
B. American Miscellaneous (AM) pp. 1-2
C. American Music (AMU)
D. American Novel (AN) pp. 1-2
E. American Poetry (AP) pp. 1-2
F. American Short Story (AS) pp. 1-2
G British Drama (BD) pp. 1-2
H. Bible (BI)
I. British Novel (BN)
J. British Poetry (BP) pp. 1-2
K. British Shakespearean Drama (BSH) pp. 1-4
L. British Short Stories (BSS)
M. Film (FI)

Table of Contents - Supplementary Curriculum Book, 1973-74 (continued)

III. English Department Tape Collection (continued)

N. Humanities (H)
O. Humor (HU)
P. Language (L)
Q. Mass Media (MM)
R. Music (MU) pp. 1-3
S. Professional Materials (P)
T. Reading (R)
U. Speech (S)
V. World Drama (WD)
W. World Miscellaneous (WM)
X. World Novel (WN)
Y. World Poetry and Prose (WP)

Burlingame High School
English Department - Curriculum Guide, 1973-74

## I. English Department Policies and Procedures, 1973-74

Placement of students is determined by the English Department through teacher recommendation. This policy will apply until revoked or revised by the department. At the end of each semester the members of the department will be asked to recommend students for classes for the following semester. Teacher recommendation will be will be followed in all cases except for situations of program conflict. In such event, consent of the department chairman and the recommending teacher will be secured. As far as possible, teachers will be informed of students in classes who are misplaced in sections so that appropriate individual attention can be devoted to the students.

### Definition of "Completion" and "Fail"

In the Level (phase) program, two new concepts must be clearly understood (and should be explained carefully to students) in relation to student assessment. Students who attempt hurdle examinations may be said to have "completed" the hurdle examination satisfactorily or to have "not completed" the hurdle and thus be eligible for a retest. Similarly, a student may have "completed" or "not completed" the phase class at the end of the semester. If he has "not completed" all the hurdle requirements, he must remain in the same phase class.

The grade the student earns in the course is an assessment of the quality of his total work in the class -- assignments, tests, participation, as well as his ability to pass the minimum requirements of the course. It is possible, then, that a student could earn a passing grade and still remain in the same phase class beyond the end of the semester. It is also possible for the student to complete all hurdle examinations and the phase but to earn a grade of "F" on the basis of his total class work.

### Individual Study

A formal program of individualized study is offered in the department for seniors in the spring semester. This program is invitational in nature and highly selective. At times, other teachers in the department have found it useful to utilize an independent study approach with students. The Department Chairman offers his assistance with materials and procedures for such projects.

### Independent Study

A relatively new program in the district will allow students to contract individually with in structors for independent study. A school coordinator will coordinate this general program and issue more information.

### Long Term Individual-Independent Study

In the event an independent study project in a normal classroom extends beyond three weeks, department members are requested to submit a brief written prospectus of the project agreed upon by both student and teacher. The proposal should be discussed with the Coordinator of Individual, Independent Study, Mr. Umpleby.

I. English Department Policies and Procedures, 1973-74

Policy on Grading

The following standards for letter grade in relation to percentage scores on tests are suggested.

A 94-100%; B 85-93%; C 72-84%; D 60-71%; F below 60%

A more flexible approach may be appropriate for average or remedial sections. Ultimately an individual grading scale is desirable, but the department will continue to strive for uniformity in grading standards. Individualized instruction may, or course, require individual assessment systems tailored for the student by both learner and teacher.

Policy on Failing Students

The District English Department Course of Study urges the development of a sequential program in English.

Students may thus "complete" a course (he has met minimum standards) and earning a passing grade (his work is assessed.)

Teachers are urged to utilize the Scholarship Report in all cases where a student is in danger of failing. Parental awareness of a student's academic difficulties is desirable as early as possible and mandatory before a final failing grade is issued. Although Scholarship Reports are requested at specific intervals, teachers are urged to use these forms whenever necessary.

The Scholarship Report should also be utilized as a positive instrument for students whose work has improved dramatically or for students who are exerting noticeably greater effort.

Policy on Supplementary Books

Sets of supplementary books will be checked out to teachers through the textbook room for periods of two weeks to six weeks. The following grade coordinators will be responsible for the initial sign-up for supplementary titles. The sign-up sheet will be placed in the English office. Your cooperation is requested in signing for books before sending students to the English office and in returning books promptly. Problems should be referred to the department head or the grade level coordinators.

I. English Department Policies and Procedures, 1973-74

Special English Department Committee Assignments

Levels 3 and 4 ..... Roland Christensen
Levels 5 and 6 ..... Ann Emerson
General Level Coordinator ..... Mike Umpleby
General Selectives Coordinator ..... Joan Christopher
  Selectives Language Sequence ..... Bob Corfman
  Selectives Literature Sequence ..... Joan Christopher
  Selectives Composition Sequence ..... Jan Murtaugh

Grade Twelve -- Composition and Genre .. Bob Corfman
Film Materials ..... Glen Morgan
Independent Study - Individual
  Study Coordinator ..... Mike Umpleby
Field Trip Coordinator ..... Jean Anderson
Reading Program Coordinator ..... Ann Rarden

Policy on Manuscript Rules

Teachers are requested to distribute copies of "The English Student's Handbook" to members of all classes. Please follow the endorsement and manuscript practices indicated there in all classes. Copies of the Manuscript Rules are available in the English Department Office for distribution to students. Teachers are urged to utilize the "How to Study" and "Why Study English" materials with freshman classes and with other classes as needed at the beginning of the semester.

Department Supplies and Materials

Teachers will find a complete range of classroom supplies in the English office. Please feel free to request any special materials you cannot locate. A sign-up sheet for this purpose will be found in the supply closet. Delivery from the warehouse is generally made within five days.

As the collection of reference materials in the department becomes more extensive and valuable, we face a loss problem. Consequently, you are requested to avoid sending students to the English office for any reason.
Materials for use by students are stored in the Learning Center.

The department office and resource center contain the following materials for teacher use. Requests for additions to these materials will be honored to the extent of the department budget.

I. English Department Policies and Procedures, 1973-74

Department Supplies and Materials (continued)

| | |
|---|---|
| Professional Library | Book Cases, Room 46 |
| Answer keys and manuals | Revolving metal rack, Room 46 |
| Reprints, pamphlets, articles | Wooden Bookcase II, Room 46 |
| Mimeographed materials | Closet, files, Room 46 |
| | Files, Resource Center |
| Film strips | Resource Center |
| Practice Subject A Exams | Wooden drawers near door, Room 46 |
| Publishers sample texts | Metal bookcase, Room 46 |
| Critical materials | Bookcases, megafiles, Resource Center |
| Tape collection | Resource Center |

The following general publications should be of use to all members of the department and are located in the professional library.

Department Curriculum Guides, Books by Genre and Special Topics
District English Curriculum Guide, 1962
District English Curriculum Guide, 1963
County A-V Catalog (copies from Mrs. Stender in IMC)
"English Journal," "College English," "The Sewanee Review," "American Literature," "California English Journal," "Elementary English," "Tulane Drama Review," "Media and Method," "Saturday Review," "Mad"
District 300 Series (Student Behavior Policies)
BHS English Course of Study approved by school board, July 1972

Duplicating supplies are located in the front of the office. Please follow directions posted for use of duplicating equipment. Do not ask students to run off materials for you!!!

Mimeographing supplies are located in the bookcase near the door. Please ask the department secretary to run stencils.

Department Secretary

Limited secretarial help is available to the department. You are requested to channel your requests for typing, mimeographing, and duplicating through the department chairman. A form for such requests will be provided at the first department meeting of the year. Allow some reasonable time for completion of your typing and mimeographing.

Department Meetings

Department meetings will be held during the Wednesday morning in-service period on the second, fourth, and fifth (if any) weeks of the month. In addition, the second, third, fourth, and fifth Thursday afternoon in-service periods are also reserved for the department. During these sessions, the department's business meetings, grade level meetings, and other curriculum development meetings will be held, obviating (hopefully) the necessity of meeting during the lunch period as has been the practice so often in the past.

I. English Department Policies and Procedures, 1973-74

Department Meetings (continued)

Please feel free to suggest items for inclusion on department agendas and to use the department meetings as constructive forums for discussion, questions, criticism, and enrichment. All department policies and procedures are subject to change as determined by the members of the department.

Attendance at department meetings, including grade level meetings, is mandatory except in extraordinary circumstances. Please arrange in advance for excuse from a meeting that is impossible for you to attend.

Visitation

District policy allows one day of visitation to each teacher. You are urged to take advantage of this policy as soon as possible in the school year. The department would welcome visitations to schools undertaking experimental programs in English and to feeder intermediate schools. A written report of your visitation is required by the district office and distributed to the English department.

The department chairman would welcome invitations to visit your classes at any time. Please notify him of any special presentations, programs, projects, or visitors. Intra-departmental visitation is also suggested.

Teachers in the department may wish to use the day of visitation for attendance at local and state conferences. The CATE conference will be held in February. NCTE meets in November. Asilomar is held on the last weekend in September. Yosemite is hold in October.

Department Head Evaluation

The district conducts an evaluation of department chairmen in the Spring of the year.

Evaluations by Students

Student evaluations of classes are an integral part of the BHS English program. Teachers may use their own evaluative instruments or those available in the department. Results are discussed generally with the department chairman.

Teacher Evaluation

As the Stull Bill becomes more and more of a reality, the emphasis on teacher evaluation becomes greater and greater. In addition to those aspects of teaching which are readily observable in the classroom by an evaluator, the Stull Bill also requires evaluation of the classroom environment (one conducive to learning) non-classroom performance (co-curricular activities), and pupil progress.

The department chairman is responsible for the evaluation of the the staff as follows:

Tenured teachers -- once every two years

Non-tenured teachers -- every year

First year teachers -- each semester

I. English Department Policies and Procedures, 1973-74

Teacher Evaluation (continued)

To assist the department chairman and to improve the evaluation and in-service training within the department, the following plan will be used this year.

1. Non-tenured teachers will be given three assistants or observers, one of whom will be the chairman of the group.

2. Each observer will be invited to visit the teacher's classroom twice each semester, (Oct., Nov., March, April). The results of the visit will be compiled in a brief report.

3. Periodically, the chairman of the department will meet with the visitation group, combine the individual reports into a single report which will be discussed with the teacher and then forwarded to the principal.

The tone of these reports should be constructive, not judgmental.

The visiting teams for the non-tenured teachers are listed below with the chairman of the group underlined. The chairman's responsibility is to insure that the observation schedule is followed.

1. Bob Corfman — Jan Murtaugh, Ann Rarden, Mike Umpleby
2. Ann Emerson — Jean Anderson, Joan Christopher, Mike Umpleby
3. Don Hirschbein — Roland Christensen, John Gregory, Mike Umpleby
4. Jeanie Kwong — Ann Rarden, John Gregory, Mike Umpleby
5. Glenn Morgan — Roland Christensen, Joan Christopher, Mike Umpleby

Tenured teachers who will be evaluated this year are as follows:

Jean Anderson

Joan Christopher

Ann Rarden

Individual Teacher Conferences

The department chairman will continue the fall-spring conferences with teachers to discuss their programs, goals, and objectives at the beginning and again at the end of each semester. These conferences are intended to provide assistance and offer a chance for sharing opportunity. Additional conferences are available at any time during the year.

I. English Department Policies and Procedures, 1973-74

Field Trips

School policy enables the department members to take field trips during the school day. You are urged to plan a field trip a month either during the school day or in the evening. Possible trips will be suggested by the postings in the English office. Requests for transportation must be sent to the district office (through the office of the dean of boys) two weeks in advance. Parent permission slips must be obtained from students. Excuse lists for daytime trips must be placed in teachers' boxes three days before the trip. Travel limitations set by the district are San Francisco to the north, the University of California to the east, and Palo Alto to the south. The department coordinator of field trips - Miss Anderson - will assist in planning and implementing field trips.

Academy

One of the processes established in recent years for the approval and evaluation of innovative projects involves the Academy of Instruction. This group may call on you for assessment of such programs as reading labs, English as a second language, teacher executive programs, composition and gifted programs, and reduced class size program. Please be cooperative, have written objectives and plan evaluative processes.

English Department Resource Center

During the 1971-1972 school year the English Department established a Resource Center designed to enhance the learning opportunities of all students in the English program. In addition to housing physical resources, the resource center is an educational environment in which both the gifted and the remedial student can receive enriching experiences.

The Resource Center is staffed by both teaching assistants and teachers. Each teacher will be assigned to the center for two periods a week for each course he is teaching, and is encouraged to spend as much additional time in the center helping students as is possible and rewarding.

# BURLINGAME HIGH SCHOOL ENGLISH DEPARTMENT
## CHART OF ENGLISH DEPARTMENT OFFERINGS -- 1973-1974 and 1974-1975

**Advanced Placement - Independent Study**

**SENIOR ELECTIVES**

Advanced Composition | Composition Review | Senior Short Fiction | Senior Novel

**CONCURRENT ELECTIVES**

- Basic Reading
- Developmental Reading
- Drama
- Journalism
- Publications
- Stagecraft

**Six Semester Graduation Requirements**

| COMPOSITION | LANGUAGE | LITERATURE |
|---|---|---|
| FALL, 1973 | SPRING, 1974 | FALL, 1974 |
| American Dream | The Art of Persuasion | American Novel |
| Bible 2 | American Short Fiction | Bible 1 |
| Communications | Art of the Film | British Poetry |
| Critical Reading: How to Read Almost Anything | Creative Writing | Communication |
| Ethnic Literature | Expository Writing | Directed Reading Semantics |
| Indiv. Authors 1 Steinbeck-Faulkner | Humanities | Dramatic Literature |
| Introduction to Theatre | Indiv. Authors 3 Shaw-Ibsen | Humor, Satire, Parody |
| Journalistic Writing | Myth and Folklore | Indiv. Authors 2 Dostoevski-Tolstoi |
| Lit. of Imagination | Oral Interpretation | Mass Media |
| Mass Media | Poetry | Shakespeare 2 |
| Modern American Poetry | Science Fiction | World Literature |
| Popular Writing | Shakespeare 1 | Writing |
| Speech | Sports in Literature | Youth in Literature |
| Traditional English | Utopian Societies | |

**THE PHASED ENGLISH PROGRAM**

DIAGNOSTIC TESTING

- Phase VI
- Phase V
- Phase IV
- Phase III
- Phase II
- Phase I

- Labs
- Clinics
- Workshops
- Tutoring

## PROPOSED ROTATION OF COURSES

### FALL 1973

**PHASES**

1 (Basic Reading also required)
2 (Basic Reading also required)
3 (Developmental Reading also required)
4 (Developmental Reading also required)
5
6

**SELECTIVES**

American Dream
Communications
Critical Reading: How to Read Almost Anything
Ethnic Literature
Introduction to Theatre
Journalistic Writing
Literature of Imagination
Mass Media
Modern American Poetry
Popular Writings
Speech
Individual Authors 1 (Steinbeck-Faulkner)
Traditional English

**SENIOR ELECTIVES**

Advanced Composition
Composition Review

**ELECTIVES**

Basic Reading 1,3,5,7
Developmental Reading 1,3,5,7
Drama 1,3,5,7
Journalism 1,3,5,7
Publications 1,3,5,7
Stagecraft

### SPRING 1974

**PHASES**

1 (Basic Reading also required)
2 (Basic Reading also required)
3 (Developmental Reading also required)
4 (Developmental Reading also required)
5
6

**SELECTIVES**

American Short Fiction
Art of the Film
Art of Persuasion
Creative Writing
Expository Writing
Humanities
Individual Authors 3 (Shaw-Ibsen)
Myth and Folklore
Oral Interpretation
Poetry
Science Fiction
Shakespeare 1
Sports in Literature

**SENIOR ELECTIVES**

Independent Study
Senior Novel
Senior Short Fiction

**ELECTIVES**

Basic Reading 2,4,6,8
Developmental Reading 2,4,6,8
Drama 2,4,6,8
Journalism 2,4,6,8
Publications 2,4,6,8
Stagecraft

# PROPOSED ROTATION OF COURSES

## FALL 1974

### PHASES

1 (Basic Reading also required
2 (Basic Reading also required)
3 (Developmental Reading also required)
4 (Developmental Reading also required)
5
6

### SELECTIVES

American Novel
Bible 1
British Poetry
Communication
Directed Reading Semantics
Dramatic Literature
Humor, Satire, Parody
Individual Authors 2 (Dostoevski-Tolstoi)
Mass Media
Shakespeare 2
World Literature
Writing
Youth in Literature

### SENIOR ELECTIVES

Advanced Composition
Composition Review

### ELECTIVES

Basic Reading 1,3,5,7
Developmental Reading 1,3,5,7
Drama 1,3,5,7
Journalism 1,3,5,7
Publications 1,3,5,7
Stagecraft

## SPRING 1975

### PHASES

1 (Basic Reading also required)
2 (Basic Reading also required)
3 (Developmental Reading also required)
4 (Developmental Reading also required)
5
6

### SELECTIVES

American Dream
Bible 2
Communications
Critical Reading: How To Read Almost Anything
Ethnic Literature
Individual Authors 1 (Steinbeck-Faulkner)
Introduction to Theatre
Journalistic Writing
Literature of Imagination
Mass Media
Modern American Poetry
Popular Writings
Speech
Traditional English

### SENIOR ELECTIVES

Independent Study
Senior Novel
Senior Short Fiction

### ELECTIVES

Basic Reading 2,4,6,8
Developmental Reading 2,4,6,8
Drama 2,4,6,8
Journalism 2,4,6,8
Publications 2,4,6,8
Stagecraft

Burlingame High School
English Department

Book List, 1973-1974

Prospective Courses NOT OFFERED 1973-1974 with suggested book titles. Books were not purchased unless numbers follow title.

ART OF PERSUASION

| | |
|---|---|
| Diedrich | Critical Thinking in Reading and Writing |

CRITICAL READING

| | |
|---|---|
| Altick | Prefaces to Critical Reading (104) |

ETHNIC LITERATURE

| | |
|---|---|
| Faderman and Bradshaw | Speaking for Ourselves |
| Haslam | Forgotten Pages of American Literature |
| Cuban | Promise of America (1,2,3,4,5, Vols) |
| Glazer and Magnitian | Beyond the Melting Pot |
| | Autobiography of Malcolm X |
| Lee | Chinatown, U.S.A. |
| Smith | Americans from Japan |
| Padilla | Up From Puerto Rico |
| Barrio | The Plum Plum Pickers |

EXPOSITORY WRITING

| | |
|---|---|
| Schneider | Reasoning and Argument |
| Roberts | Writing Themes About Literature |

(grammar-writing texts from Corbin, Warriners, etc. as available)

JOURNALISTIC WRITING

| | |
|---|---|
| Ferguson | Journalism for Today (35) |
| | Journalism Now (35) |
| | Experiences in Journalism (35) |

TRADITIONAL ENGLISH

| | |
|---|---|
| Pasinetti | Great Italian Short Stories (73) |
| Bronte | Jane Eyre (77) |
| Dickens | Tale of Two Cities (132) |
| | Tape (BN 3,4) |
| Steinberg | Literature of the Imagination |
| Cowen | English in Plain Words: Writing I |
| Cowen | English in Plain Words: Writing II |
| Cowen | English in Plain Words: Words |
| Cowen | English in Plain Words: Practical Helps |
| Opdahl | Patterns and Purpose |
| Craven | Sight and Sound |

Burlingame High School
English Department

1973-74

II. Required Offerings of the English Department,

B. Phased English

All incoming freshmen are placed in one of six Level courses as determined by their scores on statewide tests taken before entrance to Burlingame High School. This Curriculum has been designed to meet the basic English skill needs of the students more adequately and with more flexibility than the traditional Freshman courses has done, for a student now will be placed at a level where his skill strengths will be further developed and challenged and where his particular skill weaknesses will receive concentrated attention. Most students will remain in the Level for a semester; however, the flexibility of the program is maintained in that any student, at any point during the semester, may request the hurdle exam if he feels he has already mastered the skills at his level. If he passes the test he is immediately placed at the next Level. Students who pass the hurdle at Level VI are then placed in the elective program for the remainder of their semesters in English.

The following is a general description of the content of each Level. As seen through the descriptions, each Level builds upon the other in content and skill emphasis and level of sophistication.

LEVEL I -- This course is designed for those students who have difficulty in the mechanics of reading and who read considerably below grade level. The focus is on developing basic word attack skills, on recognizing various letter sounds, and on manipulating various kinds of word forms. To phase out of this level, students must pass the hurdle reading test at the seventh grade level.

LEVEL II -- The emphasis of this course is on basic reading comprehension. Various reading machines and laboratories will be utilized to help students increase their reading perception and rate. Special emphasis is placed on developing skill in the gathering, interpreting and evaluating of information on a basic level and on vocabulary recognition.

LEVEL III -- Students at this level have acquired the basic reading skills and are ready to begin their development in five main areas of English--listening, speaking, reading, language, and writing. Those skills developed here are fundamental to the building of English skills needed in the later Levels and in the elective program. Listening skills, for example, will focus on students' abilities to follow oral directions and to perceive the main points of speeches and discussions. The speech units will focus on accustoming students to delivering prepared reports before a group. Reading will cover short works of fiction, non-fiction and poetry and will further develop those skills emphasized Level III as well as building skills in dealing with, recognizing and understanding basic elements in literature. Writing and language will concentrate on various methods of sentence development and on increasing vocabulary.

II. Required Offerings of the English Department,

B. Phased English (continued)

LEVEL IV -- This level begins to emphasize the handling of ideas as well as expanding upon those skills developed in Levels. Speech work will not only center on the giving of prepared reports, but also on active participation in panel discussions. Reading again, will include short fictional works, non-fiction and poetry and will focus on closer discrimination of ideas and on English devices used to develop the ideas. Writing will continue sentance dev elopment, but major emphasis will be on outlining and organizing major and minor ideas within a paragraph. Language will concentrate on the power of slanted language and emotional words.

LEVEL V -- In this level students will delve in more depth and some degree of sophistication into the basic skills. Listening skills will be expanded to include interviews outside of class, identifying major and minor points of speeches and detecting communication problems in group discussions. Speech will continue with prepared speeches, the different methods of organizing ideas and oral interpretation of prose selections. Reading will further develop comprehension skills and will introduce several of the methods of organization and development used in literature. The development of paragraph types and a three paragraph essay will be the focus in writing. Language experience will concentrate on denotative and conotative language and on figurative uses of language.

LEVEL VI -- This is the final Level of the curriculum, and the skills concentrated on in this course are considered the basic minimal skills needed by all students at graduation. The reading will encompass longer works of fiction, non-fiction and poetry and will focus on relating the methods or devices of development in the various types of literature to themes. In the area of writing, students will intensively review the principles of punctuation, work on reinforcing mechanics skills learned previously, and expand the three paragraph essay to at least a five paragraph essay. A major emphasis in this course will be the study of the mass media and its effect on the consumer; thus language study will concentrate on loaded words, on conotation-denotation, on slanted language, and on figurative language to some degree.

II. English Department Course Offerings 1973-1974

C. Selective Offerings

The following semester elective subjects (known as selectives) offered by the English Department may be chosen by any freshman, sophomore, junior or senior student who has successfully completed his minimum program in the English program through Level six. Students must complete six semesters of English in order to meet minimum graduation requirements. Except as noted, the selectives are one semester in length and may be offered in the fall or spring or both depending upon student interest.

SELECTIVE OFFERINGS FALL, 1973

THE AMERICAN DREAM -- This course presents American European writings focusing on the idea of the American dream which states that all men can become a spectacular success. The theme is traced through the use of literature, advertisements, films, and commercial entertainment.

COMMUNICATION -- Is your E.S.P. rating up to par? In the grunt and groan school, do you come through? Could you set up your own code or cipher system which would communicate to the few, but exclude the many? What is the language of the fan, of the flower, of the gesture, of the eyebrow? In this course many types of communication will be explored.

CRITICAL READING: How to Read Almost Anyth[illegible] -- This course is designed to help you get more out of what you read, whether y[illegible]re reading for information or for pleasure. To teach you to read with increasing accuracy and comprehension, we will cover units on study skills; improvement of reading rate; flexibility of reading rate; and determination of the precise meaning of words, phrases, and sentences. At the beginning of each unit a pre-test will be administered to determine your present level of proficiency; at the end of each unit, a post-test will be administered to determine your growth in that skill.

ETHNIC LITERATURE -- This course will explore the poetry, fiction, novels, plays, and essays of the major ethnic groups in the United States today -- including the American Indians, Blacks, Asian Americans, Chicanos, Jews, and others. The course will attempt to draw parallels between the experiences of American ethnic groups as they strive to maintain their individual identities while becoming part of the American "melting pot." Members of each group will speak of their successes, struggles, fears and dreams through their own writings.

INTRODUCTION TO THEATRE -- This course will study the theatre as an art form which uses literature as its focus. Students will examine the contributions of playwright, actors, director, technicians, and critics to the life of a play. This is not an acting class and performance will not be required.

JOURNALISTIC WRITING -- Journalistic Writing, as the title indicates, is a course with a writing focus. The class will study the various fo[illegible]s of writing as they appear in newspapers, magazines and other periodicals. Through extensive writing of news stories, feature articles, and editorials, the student will not only improve his skills in expository prose, but will be encouraged to develop his own writing style.

II. English Department Course Offerings 1973-1974

C. Selective Offerings (continued)

LITERATURE OF THE IMAGINATION -- The works of such varied authors as Tolkein, Lewis Carroll, and Charles Schulze will be read in order to explore the imaginary worlds they have created. The course will probe the serious and philosophical undertones of subject matter which at first may appear to be only frivolous and entertaining.

MASS MEDIA 1-2 -- A course which will aid the students in discovering the essential meaning of observations, in developing a methodology for judging popular arts, in becoming a critical and perceptive receiver of mass-communicated reports and opinions, and in arriving at a meaningful awareness of American culture. The materials of the class will include advertisements, television, films, radio programs, magazines and newspapers.

MODERN AMERICAN POETRY -- Modern American poetry may be said to have begun posthumously with nineteenth century Walt Whitman and Emily Dickinson. Both were experimentalists. The post war generation tends to divide into traditionalists and experimentalists, including the new "Beat" mavericks.

READINGS IN POPULAR WRITINGS -- The materials for this course will include magazines, feature sections of newspapers, comic strips, and the Sunday supplements. For example, the course will analyze the appeal of VOGUE as opposed to INGENUE; of PLAYBOY as opposed to ESQUIRE; and of HOLIDAY as opposed to SUNSET.

SPEECH 1-2 -- A course which is designed to teach the student to speak effectively in public, to learn conference technique and group discussion methods, to learn how to handle a public meeting and to learn to evaluate oral expression effectively.

INDIVIDUAL AUTHORS 1 -- Students in this class will spend nine weeks studying William Faulkner and nine weeks studying John Steinbeck. The class will read such exciting novels, and short story collections as: THE SOUND AND THE FURY, TORTILLA FLAT, CANNERY ROW, and SARTORIS.

TRADITIONAL ENGLISH -- Traditional English is designed to cover a systematic review of the fundamentals of English grammar, diction, and usage. Students will be reviewing traditional grammar (parts of speech, types of sentences, parsing or diagramming) and will study some aspects of transformational and generative grammar as it applies to traditional grammar. The course is designed to polish skills, especially for students planning to attend college.

SENIOR ELECTIVE OFFERINGS FALL, 1973

COMPOSITION REVIEW -- This course is intended to polish the basic skills that students have not yet mastered at the end of the junior year. Students should already be able to write essays with simple organizational patterns, although they still may need extensive work on sentence structure, usage, organization and other such elements of composition.

ADVANCED COMPOSITION -- This course is designed for those students who have exhibited competency in such basic points of composition (primarily exposition) as organization of a theme according to principles of unity, coherence and rhetorical effectiveness. The students who select it should be able to use various organizational patterns and to write with few or no major errors in usage. Also, students selecting this course should already be able to detect correct and effective stylistic devices in the prose of others.

II. English Department Course Offerings 1973-1974

C. Elective Offerings

BASIC READING 1-4 -- This course is designed to develop the student's reading skills so that he achieves, within the limits of his capabilities, greater understanding of the written word, including materials used to instruct and to promote greater enjoyment, and to increase reading speed in relation to increased comprehension. The students in this course can be described as reading at least two years below grade level with ability indicative of potential improvement.

DEVELOPMENTAL READING 1-4 -- The general objectives of this course are to give the student an opportunity to improve his reading speed and comprehension. Those who may enroll in developmental reading must be reading at grade level or above with improvement potential. The program is offered as a year course or as a semester course. Developmental reading is strongly recommended for college bound students.

DEVELOPMENTAL READING 5-6 -- This course is designed to improve the reading speed and comprehension of students. The course is tailored for the student who wishes to develop varying rates of reading and a more acute critical ability. This program is similar to reading courses offered commercially. (Prerequisites: Average reading ability or better as determined by a reading placement test or assessment by the reading teacher. Open to Freshmen, Sophomores, Juniors, and Seniors.)

DRAMA 1-2 -- This class may serve either as a basic theatre appreciation course for those who choose it as their only one in this area, or it may serve as an introductory course for those who are planning to take additional work in acting and directing. The students study dramatic literature, production and acting techniques, theatre history, and contemporary performances on stage, in films, and on television. They work toward the effective use of voice and body in oral interpretation of literature and the presentation of scenes from plays.

DRAMA 3-4 -- This course is a continuation and more intensive study of the areas described in Drama 1-2. The emphasis is on a study of the theories of acting and their application to individual performances.

DRAMA 5-6 -- This course offers a third year in the study of theatre art for students especially interested in acting or in play directing. There is opportunity for examination of acting styles and performance in a number of scenes. Through planning and rehearsing others in cuttings from plays, students gain experience in play direction.

DRAMA 7-8 -- Students may continue work in acting and directing in a fourth year of theatre, Drama 7-8. The emphasis is on performance and on the preparation of readings and scenes for demonstration in other classes and for the public. Special projects are developed in solo oral interpretation, Chamber Theatre, and Reader's Theatre. Fourth-year students may pursue individual interests in specific aspects of dramatic art and sometimes serve as coaches for inexperienced performers.

II. English Department Course Offerings 1973-1974

C. Elective Offerings

JOURNALISM 1-2 -- This is the introductory course in journalism which is designed to equip the students with basic journalism skills. Heavy emphasis is placed on writing. (Students with difficulties in English are not advised to take this course.) In the first semester the student learns how to write news stories, feature stories, sports stories, editorials, and headlines. He is acquainted with the rudiments of page makeup, copy reading and proofreading. During the second semester, emphasis is placed on the history of journalism and the role that mass communications play in our society. The students undertake intensive study of student and professional newspapers, as well as magazines and television. Field trips to local newspapers and television stations may be taken during this semester. Qualified students may write stories for the school newspaper, the BURLINGAME B.

JOURNALISM 3-4 -- STUDENTS enrolled in this course are assigned to the BURLINGAME B staff and/or the News Bureau. The B staff publishes a five-column, four-page printed newspaper twice a month. 18 issues per year. Students begin as reporters and may work up to higher positions as department editors and editor-in-chief. Qualified students are assigned to the News Bureau which writes and edits copy for local professional papers publicizing the school. (Prerequisite: C or better in the preceding semester of English and/or the recommendation of the instructor. Students may take Journalism 3-4 more than once for credit.)

PUBLICATIONS 1-8 -- The primary activity of the students in this class is to produce the Burlingame High School Yearbook, PANTHER TRACKS. This activity includes the planning of sections and pages; the scheduling, taking, developing and printing of yearbook photographs; the writing and editing of copy, the production of cover designs and other art work; and the submission of the correct materials to the printer. In addition, the members of the class aid in the production of other school publications, especially in the area of photography, such as the "Panther Guide." It is expected that class members will be available to work after school and on weekends when deadlines make it necessary. (Prerequisite: A strong desire to produce an outstanding product, ability to type, and in most instances a B or higher grade in previous English classes. Freshmen should be recommended by their eighth grade English teacher. Sophomore, Junior and Senior students should have the approval of their instructor of the Publications class.)

SELECTIVE OFFERINGS SPRING, 1974

AMERICAN SHORT FICTION -- The magazine article, the newspaper feature, and that unique American contribution to literature -- the short story -- will be subject to scrutiny in this course. Representative authors and historical development will be the focal points.

THE ART OF THE FILM -- The course will focus on the history, technique, and evolution of the film. The study of films will include those made by Hollywood, foreign made films in addition to the art film. A discussion of famous film directors such as Fellini, Bergman, Eisenstein, Wilder, Minelli, and Huston; and famous stars such as Garbo, Taylor, Monroe, Hudson, Keaton, Chaplin, Rooney, and Newman will be included in the course.

II. English Department Course Offerings 1973-1974

C. Selective Offerings Spring, 1974

THE ART OF PERSUASION -- You will emerge from this course insisting that credibility and sincerity be the hallmarks of all which men say and write. To help you discern these qualities, you will learn to recognize the various methods of influencing a reader, to determine an author's rationale for his choice of vocabulary, and to see the effect of clear thinking on a reader. Furthermore, you will be able to recognize the oversimplifications and unwarranted generalizations which plague much written and oral discourse. You will practice discovering the means of persuasion in your own writing as well as in that of others.

CREATIVE WRITING -- A fundamental writing course offered to students who are interested in improving their writing and who would like to learn the basic techniques of creative writing, the focus on the creative writing class will be on reading and writing. A daily journal, essays, poems, vignettes, the short story, plays, and free writing will be included. Students will also have the opportunity of hearing their works read aloud and having their writing evaluated by other members of the class. The purpose of the course will be to clarify writing by studying the basic techniques necessary for communication through the written word. While creativity cannot be taught, it can be given an opportunity to express itself. Such will be the aim of Creative Writing.

EXPOSITORY WRITING -- The purpose of the class in Expository Writing is to prepare students in one specialized method of writing -- the expository essay. Students will concentrate on papers which develop single ideas and then move to the comparative treatment of contrasting ideas. The class will study various methods of organization for papers and will concentrate on both a variety of styles and the development of an individual writing style for each student. The class is intended to prepare students for college writing. The subject matter of the course will be drawn from a variety of sources.

HUMANITIES 1-2 -- The purpose of this course is to provide an inter-disciplinary approach to subject matter and to develop an understanding in the students of the relationships between the among art, science, mathematics, historical movements, literature, music, religion, and philosophy. The results of such study will be to develop in students an aesthetic sensitivity to our world. The course will utilize discussion, lectures, films, slides, and art reproductions as well as field trips and guest speakers as the basic materials of the program.

INDIVIDUAL AUTHORS 3 - Shaw - Ibsen -- The purpose of the seminar in individual authors courses is to provide students with an intensive study of two authors in a semester. The first nine weeks is spend reading a minimum of three major works by the author along with related background materials, materials of biography, and materials of social history. The second nine weeks is devoted to a contrasting author -- contrasting in style or tone or themes. The student has an opportunity to read widely, to consider social history and literary history, and to discuss literature as a biographical study. The authors in these courses are major writers, and the study in the classes is designed to prepare for college and to provide background.

II. English Department Course Offerings 1973-1974

C. Selective Offerings Spring, 1974 (continued)

MYTH AND FOLKLORE -- Through readings of the mythologies of western and non-western societies the student will explore the following topics: (1) the evolution of the world, (2) the sources of the good and evil, (3) the explanation of natural phenomenon, and (4) the creation of hero types. Modern myths such as those of the advertisement man, the politician, and the adolescent world may also be studied.

ORAL INTERPRETATION OF LITERATURE -- The approach in this course will be one in which students will experience the excitement of reading orally from poetry, prose, and drama. They will also combine words with staging techniques in order to present both individual and group performances.

POETRY -- Poetry will be studied as a literary form. The course will cover all aspects of prosody, and the student will learn how to read sensitively and carefully various kinds of poetry. Listening to oral readings of poetry both by poets themselves and by others interpreting poetry will also be included. Students who may be planning to take the Advanced Placement Examination in English will be specifically aided by this course.

SCIENCE FICTION -- The subject matter of this course includes the world of the future and the unexplored realms of space. A study will also be made of the inner depths and recesses of the human mind, the nightmare of mechanized men, and of regimented and programmed societies.

SHAKESPEARE 1 -- A course in wide reading of Shakespeare's histories, comedies, tragedies, and poetry.

SPORTS IN LITERATURE -- This course will explore the athletes, world of sports, issues on sports, why the spectator is so important and the psychological effects of being an athletic star.

UTOPIAN SOCIETIES -- The student will be transported through literature to the societies of the past, the present, and the future in a search for the good and pure life. In so doing, he will often discover through the works of authors of many cultures and times, the maze of contraditions of the "perfect world."

SENIOR ELECTIVE OFFERINGS SPRING, 1974

INDIVIDUAL STUDY -- This class is limited to seniors who are invited to apply for the course and to present a proposal for a semester-long study in some field of English. Upon receipt of the proposal and completion of an interview with prospective and past teachers of Independent Study, a limited number of students are selected for the class.

NOVEL -- This course focuses on the novel as a type of literature. It will be expected that students will read intensively a number of novels of difficulty and of universal significance, and they should have exhibited an ability to read carefully and draw inferences from the material in order to handle the level of reading which will be required in this course.

II. English Department Course Offerings 1973-1974

C. Senior Elective Offerings Spring, 1974 (continued)

SHORT FICTION -- In this course students will read short stories of great interest including novella, dramatic literature, and narrative poetry. The focus here will be on types of short fiction and on reading closely for the author's tone and attitude, as well as for studying theme and style.

ELECTIVE OFFERINGS SPRING, 1974

Same Electives will be offered Spring 1974 as Fall 1973. Please see previous description of courses.

SELECTIVE OFFERINGS FALL, 1974

THE AMERICAN NOVEL -- This course will trace the development of the American novel by studying representative authors. The content will range from Hawthorne's reflections on the Puritan mind to Faulkner's vision of the troubled South, and from Richard Wright's insights into the agonies of poverty to Knowles' insights into the feeling and anxieties of the contemporary adolescent view of competition and war.

BIBLE 1 and BIBLE 2 as Literature -- From Genesis to Revelation the BIBLE has served as a well-spring of poetry, of song, of short story, and of drama which has inspired readers and writers for 3,000 years. In this course the BIBLE -- the anthology of anthologies -- will be read and studied not as dogma but as it was meant to be -- a vibrant and creative outpouring. Bible 1 focuses on the Old Testament. The Bible 1 class is open to all students who have finished the Level program. The course, consisting of reading, writing, memorization, covers the Old Testament books, their literary and historical context. Bible 2 focuses on the New Testament. The Bible 2 class is open to all students who have finished the Level program. The course, consisting of reading, writing, memorization, covers the New Testament books in their context, and historical context. Bible 1 is not a prerequisite for Bible 2 although it is recommended.

BRITISH POETRY -- Flowers in a Crannied Wall, Portraits of Duchesses, Darkening Plains, Ozymandias in the Sands, and the Wyfe of Bathe Admiring a Well -- Turned Calf - all these and much more from the poets of the sceptered isles will be elements of this course. The poets to be enjoyed will include the romantics such as Keats and Shelley as well as the classicist such as Dryden, Pope, and T. S. Eliot.

COMMUNICATION -- Is your E.S.P. rating up to par? In the grunt and groan school, do you come through? Could you set up your own code or cipher system which would communicate to the few, but exclude the many? What is the language of the fan, of the flower, of the gesture, of the eyebrow? In this course many types of communication will be explored.

DIRECTED READING -- Semantics. This course will allow students to read widely from self-selected titles. The class focuses on individual and small group conferences and discussions with the instructor. The student will develop criteria for selecting personal reading. The end result will be a wider reading ability and appreciation. The discussions of the reading will focus on the nature of language and the uses of language in a variety of reading material.

II. English Department Course Offerings 1973-1974

C. Selective Offerings Fall, 1974 (continued)

DRAMATIC LITERATURE -- In this course the student will read from the great periods of dramatic art and talk about how drama has enhanced and helped to change the history of man. The final part of the course will deal with contemporary trends in drama through independent readings and critiques of plays. The Dramatic Literature course is open to all students who have finished the Level program. The course consists of reading and interpreting dramatic literature in its literary and historical context. This is not a production course, although theater productions may be studied.

LITERATURE OF HUMOR, SATIRE AND PARODY -- Being aware of the fact that man has often passed his most painful crises and learned his most important lessons through applying laughter, this course will explore humor in all of its forms. The subject matter will range from the most obvious mass appeal type humor as illustrated by Mad Magazine and the Keystone Cops up to the rapier wit type of humor illustrated by Swift and Pfeiffer. The course will analyze humor from the most pleasant cartoon through the most devastating literary satire.

INDIVIDUAL AUTHORS 2 -- Students in this class will spend nine weeks studying Tolstoi and nine weeks studying Dostoievski. The class will read such master works as THE BROTHERS KARAMAZOV, THE COSSACKS, ANNA KARENINA, CRIME AND PUNISHMENT, and THE IDIOT.

MASS MEDIA 1-2 -- A course which will aid students in discovering the essential meaning of observations, in developing a methodology for judging popular arts, in becoming a critical and perceptive receiver of mass-communicated reports and opinions, and in arriving at a meaningful awareness of American culture. The materials of the class will include advertisements, television films, radio programs, magazines and newspapers.

SHAKESPEARE 2 -- This course is a continuation of Shakespeare 1. Students will read a variety of Shakespeare's works -- comedies, tragedies, histories, sonnets, and long narrative poems. The titles in Shakespeare 2 are different from those in other English classes.

WORLD LITERATURE -- This course will deal with masterpieces of Western Literature. The great books to be read will generally prepare students for the type of reading and analytical background required by colleges. The class will read a few complete but challenging masterworks such as THE BROTHERS KARAMAZOV and MADAME BOVARY.

WRITING -- A course designed to improve writing skills and to teach research paper techniques.

YOUTH IN LITERATURE -- A Student enrolling in Youth in Literature can expect assignments from novels, short stories, poetry, magazines; writing assignments based on reading; and discussion and other oral work. Readings range from short stories to such novels as HUCKLEBERRY FIN, TELL ME THAT YOU LOVE ME, JUNIE MOON, and A SEPARATE PEACE.

II. English Department Course Offerings 1973-1974

C. Senior Elective Offerings Spring, 1974

Senior electives for the Spring 1974 are the same as Fall 1973. Please refer to the earlier description.

ELECTIVE OFFERINGS SPRING, 1974

Elective offerings for the Spring 1974 are the same as Fall 1973. Please refer to the earlier description.

Burlingame High School
English Department

MINIMUM REQUIREMENTS - PHASED ENGLISH

LEVEL I

A. Speaking

1. To read aloud a short passage of a news or magazine article in a voice clearly audible throughout the room.

Word Analysis

B. Phonetic Analysis

1. Auditory Discrimination
   a. To recognize variations in the sounds of letters and letter combinations (eg. teaching, ache, chemistry, nature)
   b. To recognize rhyming elements in words (eg. and, hand)
2. Consonants
   a. To recognize the following sounds through auditory and visual means:
      initial, medial, final consonants
      digraphs (ch, sh, th, etc.)
      blends (bl, st, gr)
      sounds of C and G
      sounds of Qu and Sh
   b. To recognize the more common silent consonants
3. Vowels
   a. To identify long and short vowels
   b. To identify the schwa sound and the controlled vowels
   c. To recognize the variant sounds of the vowel digraphs (ea, ai, ie, oa, etc.)
   d. To recognize the diphthongs and their sound and spelling variations (oy-oi; ou-ow; aw-au)

C. Structural Analysis
1. Contractions
   a. To correctly form and use contractions
2. Compounds
   a. To recognize, divide, and form compound words
3. Word Parts
   a. To form plurals and change root word spelling when adding suffix (live-living; lady-ladies)
   b. To master the common Latin and Greek combining forms
4. Syllables and Accents
   a. To recognize syllables and accented syllables
   b. To master the eight basic rules of syllabication

HURDLE: Diagnostic Reading Test--total score percentile of 25% or Nelson Reading Test, 7th grade level, or teacher's recommendation if reading rate is in question.

Revised Spring 71

Burlingame High School
English Department

MINIMUM REQUIREMENTS

LEVEL II

A. Speaking

1. To read aloud a short passage of a news or magazine article in a voice clearly audible throughout the room and to make a commentary on the article (e.g. shy the article is important).

B. Basic Reading Comprehension

1. To develop the ability to gather information, recall facts, make inferences, and evaluate critically.

2. To distinguish between opinion and fact.

3. To determine author's purpose

4. To recognize cause-effect relationships and time sequences.

5. To increase reading rate with corresponding increase of comprehension.

6. To develop vocabulary by recognition of context clues and semantic variations of words in an article.

HURDLE: Requirements of Phase I plus successful completion of Green Level in SRA Reading Lab IIIa (7.0) grade level.

Revised Spring 71

Burlingame High School
English Department

MINIMUM REQUIREMENTS

LEVEL III

1. Listening

   1.1 To follow spoken instructions given by the instructor

2. Speaking

   2.1 To report main ideas from a piece of writing (news or magazine article) and to give an opinion and a conclusion.
   2.2 To speak in a voice loud enough to be heard throughout the room.

3. Reading: Non-fiction

   3.1 To identify the author's purpose (inform, persuade, entertain) in a piece of writing that correlates with the reading level set for Level III.
   3.2 To determine the meaning of an unfamiliar word as used in a particular context by comparing the dictionary definition(s) and the way the word is used.

4. Reading: Fiction

   4.1 To reconstruct the story line of a short story.
   4.2 To identify setting (time; place; culture; where relevant) in a short story such as "The Most Dangerous Game".
   4.3 To identify the characters in a short story--main character, minor characters, opposing character or force.
   4.4 To recognize the specific conflicts in a short story (e.g. Harry versus Joe).
   4.5 To state the major character traits of the major and minor characters

5. Reading: Poetry

   5.1 To state what is literally happening in a narrative or dramatic poem (e.g. "The Highwayman:).

6. Writing: Basic

   6.1 To write a story or retell an event or write an opinion or reaction of 100 words with no more than three sentence fragments or run-ons.
   6.2 To produce a piece of writing which is understandable.

Burlingame High School
English Department

Book List, 1973-1974

LEVEL III - Fall Semester

Required Texts

| | |
|---|---|
| Cerf | Thirty Famous One Act Plays |
| Olsen | Tomorrow Won't Wait |
| Sterner | Favorite Short Stories |
| Summerfield | Voices - The Third Book (pages 1-58) |

Optional Texts

| | |
|---|---|
| Hilton | Good-bye Mr. Chips |
| Joseph | The Me Nobody Knows |
| Lodge | Adventures in Reading (pages 1-268) |
| Pooley | Vanguard |
| Pooley | Tactics in Reading I (1 kit to accompany Vanguard) |
| Smiley | Stories in Song and Verse |
| Sohn | Ten Top Stories |
| Steinbeck | The Red Pony |
| Wells | War of the Worlds |

Language Texts

Grammar Texts

| | |
|---|---|
| John | Building Better English |

Vocabulary Texts

| | |
|---|---|
| Greene | Word Clues (pages 1-126) |

Reading List

| | |
|---|---|
| Cox | Magic and the Sword |
| Michener | Bridges of Toko-Ri |

Class Set of "VOICE" Magazine

Burlingame High School
English Department

Book List, 1973-1974

LEVEL III - Spring Semester

Required Texts

| | |
|---|---|
| Olsen | Crossroads, Dreamers of Dreams |
| Olsen | Me, Myself and I |
| Olsen | Breaking Loose |

Optional Texts

| | |
|---|---|
| Louvrien | Adventures in Living |
| Smiley | Stories in Song and Verse |
| Wells | The Time Machine |

Grammar Texts

| | |
|---|---|
| Blumenthal | Living Language, Grade 9 |
| Carlin | English on the Job |
| Pollock | Our English Language |

Vocabulary Texts

| | |
|---|---|
| Greene | Word Clues (pages 1-126) |

Reading Lists

| | |
|---|---|
| Cox | Magic and the Sword |
| Michener | Bridges of Toko-Ri |

Class set of "VOICE" Magazine

Burlingame High School
English Department

MINIMUM REQUIREMENTS

LEVEL IV

1. Listening

   1.1 To identify the character traits of a character in a story read orally.

2. Speaking

   2.1 To give a prepared speech with a simple introduction which explains a process with or without a visual aid. (A visual aid should be used only if it helps the process).
   2.2 To speak loud enough to be heard throughout the room.

3. Reading: Non-fiction

   3.1 to Distinguish between fact and opinion (e.g., in an editorial or in any other prose selection).
   3.2 To identify the author's central focus or main idea.
   3.3 To recognize the differences among content of journalistic publications: news items, feature articles, editorials.

4. Reading: Fiction

   4.1 To generalize about the nature of conflict in a short story.
   4.2 To select details which foreshadow the ending of the story.
   4.3 To identify the point at which the conflict begins.
   4.4 To recognize the resolution of the conflict or action.
   4.5 To identify the point of view from which the story is told.
   4.6 To recognize characters' obvious motivations for behavior.

5. Reading: Poetry

   5.1 To identify the speaker in a poem when he is other than the poet.
   5.2 To recognize the senses being appealed to in a poem with images.
   5.3 To recognize denotative vs. connotative uses of language on an elementary level.

6. Writing: Utilitarian

   6.1 To write a terse and succinct communication in complete sentences (such as a bulletin announcement) given a series of details.

7. Writing: Expository

   7.1 To select a topic from a given list of topics for one paragraph, determine the method of development of that topic, and then to write a clear topic sentence.
   7.2 To organize the paragraph before writing by outlining the main points and sub-points.
   7.3 To write one paragraph expressing an opinion or developing an idea, giving supporting reasons, examples, or details.
   7.4 To write a concluding sentence (whenever appropriate) which summarizes the main point of the paragraph or which comes to a conclusion about the main topic (e.g. its importance, its implications, etc.)

## COROLLARY REQUIREMENTS

8. Language: Sentence Structure

   8.1 TO BE ABLE TO IDENTIFY and correct sentence fragments.
   8.2 To identify and substitute concrete and specific verbs and nouns for abstract verbs and nouns.

9. Language: Vocabulary

   9.1 To determine meaning of an unfamiliar word as used in a particular context by comparing the dictionary definition(s) and the way the word is used.
   9.2 Recognize denotative vs. connotative uses of language on elementary level.

Burlingame High School
English Department

Book List, 1973-1974

LEVEL IV - Fall Semester

Required Texts

| | |
|---|---|
| Bush | Currents in Non-Fiction |
| Green | Something Else |
| Littell | The Language of Man Book III, Chapter 3 |
| Littell | The Language of Man Book IV, Chapters 2 & 3 |
| Summerfield | Voices - Third Book (pages 60-120) |

Optional Texts

| | |
|---|---|
| Barrett | Lilies of the Field |
| Barrows | Drama I (Heritage Series) |
| Carhart | Magic Casements |
| Lodge | Adventures in Reading (pages 269-535) |
| Pooley | Perspectives |
| Pooley | Tactics in Reading III (2 kits to accompany Perspectives) |
| Sanson | Eighth Moon |

Grammar Texts

| | |
|---|---|
| Corbin | Guide to Modern English Grade 9 |
| John | Building Better English |

Vocabulary Texts

| | |
|---|---|
| Greene | Word Clues (pages 127-225) |

Reading List

| | |
|---|---|
| Blumenthal | English 2600 |
| Cather | My Antonia |
| Hilton | Lost Horizon |
| Hulme | The Nun's Story |
| Jackson | Ramona |
| Verne | 20,000 Leagues Under the Sea |

Class set of "VOICE" Magazine

Burlingame High School
English Department

Book List, 1973-- 1974

LEVEL IV - Spring Semester

Required Texts

| | |
|---|---|
| Littell | The Language of Man, Book V, Chapter 4 |
| Minor | Responding: Me |
| Olsen | In Others' Eyes |
| Olsen | Playing It Cool |
| Parks | A Choice of Weapons |
| Scheld | Short Stories II (Heritage Series) |

Optional Texts

| | |
|---|---|
| Fiegenbaum | 4 complete Novels of Drama and Suspense<br>Wells, The Invisible Man<br>Nordhoff & Hall, The Hurricane<br>Hilton, The Story of Dr. Wassell<br>Greene, The Third Man |
| Heyerdahl | Kon-Tiki |
| Redman | Lions in the Way |
| | The Lighter Side - Kit (In Resource Center) |

Grammar Texts

| | |
|---|---|
| Blumenthal | English 2600 |
| Corbin | Guide to Modern English Grade 9 |
| John | Building Better English |

Class set of "VOICE" Magazine

Burlingame High School
English Department

MINIMUM REQUIREMENTS

LEVEL V

1. Listening

   1.1 To identify the major and minor points of a taped speech

2. Speaking

   2.1 To give a speech either to inform by evaluating and comparing information from three sources or to read three different descriptions of something with a comparison and evaluation.
   2.2 To prepare notes in outline form showing an introduction, body and conclusion.
   2.3 To speak loud enough to be heard throughout the room.

3. Reading: Non-fiction

   3.1 To distinguish between emotional and non-emotional language in a piece of writing that correlates with 8th grade reading level.
   3.2 To recognize an author's major and minor points in a simple prose selection.
   3.3 To identify examples of generalizations and specific examples.

4. Reading: Fiction

   4.1 To recognize examples of plot development (e.g., chronological, flashback).
   4.2 To identify setting and to state its importance in the story.
   4.3 To refine the basic conflicts (e.g., man vs man--personality or values clash).
   4.4 To recognize changes in characters and to identify reasons for the changes.
   4.5 To recognize stereotyped characters if they appear in the story (the Hero, the Villain, etc.).
   4.6 To recognize levels of meaning: basic story line--abstract representations (e.g., in the story "The Summer of the Beautiful White Horse").

5. Reading: Poetry

   5.1 To recognize the effect of key words or images as they contribute to the total effect of the poem.
   5.2 To identify the poet's main idea.
   5.3 Continuation of Level IV skills.

6. Writing: Expository

   6.1 To select a general topic from a given list, to formulate a specific assertion about that general topic, and to explain/analyze/develop that assertion, with appropriate organizational pattern, in three paragraphs.
      a. To develop a multi-sentence introductory paragraph which clearly states the specific topic and assertion to be developed in the essay and which implies the method of organization to be used (e.g. reasons, examples, causes-effects, description, narration).
      b. To formulate a body paragraph which develops the main assertion of the essay and which clearly explains and specifically illustrates that assertion.
      c. To develop a multi-sentence concluding paragraph which summarizes the body of the essay.

COROLLARY REQUIREMENTS

7. Language: Sentence Structure

7.1 To recognize and correct redundancy and wordiness in descriptive, narrative, and expository writing.
7.2 To produce sentences that are clear, concise, and powerful by utilizing various single-word and clause modification patterns.

8. Language: Vocabulary

8.1 To determine the meaning of an unfamiliar word as used in a particular context by comparing the dictionary definition(s) and the way the word is used.
8.2 To find antonyms/synonyms/homonyms and to make distinctions in meanings by using the THESAURUS.
8.3 To recognize variety and richness of language through acquaintance with dialects.

Burlingame High School
English Department

Book List, 1973-1974

LEVEL V - Fall Semester

Required Texts

| | |
|---|---|
| Boynton & Mack | Introduction to the Short Story |
| Corbin | Poetry I (Heritage Series) |
| Littell | The Language of Man Book III, Chapter 2 |
| Littell | The Language of Man Book V, Chapter 3 |
| Perreiah | Paragraph Models for Composition |
| Pooley | Accents U.S.A. |
| Pooley | Tactics III Kit (workbooks to accompany Accents, U.S.A.) |
| Sheffey | Impressions in Asphalt (Sections I-III) |
| Smiley | Rebels & Regulars |

Optional Texts

| | |
|---|---|
| Kata | A Patch of Blue |
| Lodge | Adventures in Reading (pages 536-705, Great Expectations) |
| Rawlings | The Yearling |
| Shakespeare | Taming of the Shrew |
| Zachar | Plays as Experience |

Grammar Texts

| | |
|---|---|
| Blumenthal | Living Language Grade 10 |
| Corbin & Perrin | Guide to Modern English Grade 10 |

Writing Texts

| | |
|---|---|
| Brown | Unit Lessons in Composition 1a, 1b, 1c |
| Ostrom | Better Paragraphs |
| S.R.A. | Composition Units 1-7, 10-12 |

Reading List

| | |
|---|---|
| Dickens | David Copperfield |
| Dickens | Great Expectations |
| Haggard | King Solomon's Mines |
| London | The Sea Wolf |
| Scholastic | Poetry Unit 4102 |

Required Units

Poetry
Speech
Use of Library

Burlingame High School
English Department

Book List, 1973-1974

LEVEL V - Spring Semester

Required Texts

| | |
|---|---|
| Alwin | Short Stories I, Heritage Series |
| Boulle | Face of a Hero |
| Littell | The Language of Man Book VI, Chapter 3 |
| Peterson | Poetry II |
| Pooley | Accents U.S.A. |
| Pooley | Tactics III Kit (workbooks to accompany Accents, U.S.A.) |
| Schaeffer | Shane |
| Sheffey | Impressions in Asphalt (Section I-III) |
| Smiley | Ways of Justice |
| Summerfield | Man in the Fictional Mode III |

Optional Texts

| | |
|---|---|
| Fuller | Four Novels of Appreciation<br>The Pearl<br>Kim<br>Jane Eyre<br>Flight |
| Graham | South Town |
| Hentoff | Jazz Country |
| Scholastic | Poetry Unit 4102 |
| Weiss | 10 Short Plays |

Writing Texts

| | |
|---|---|
| Blumenthal | Living Language Grade 10 |
| Smith and Paxton | Learning to Write |

Reading List

| | |
|---|---|
| London | White Fang and Call of the Wild |

Burlingame High School
English Department

MINIMUM REQUIREMENTS

LEVEL VI

1. Listening

   1.1 Continuation of Level V skills
   1.2 To listen to a ten to twelve minutes speech on tape

2. Speaking

   2.1 To prepare and deliver one of the following:
      a. A speech to persuade which is followed by a session of questions and clarification from the class.
      b. A presentation as part of a panel.
      c. A reading and analysis of a poem or very short story (one-page).
   2.2 To speak loud enough to be heard throughout the room and to organization plan.

3. Reading: Non-fiction

   3.1 To identify the author's method of development in selected paragraphs from an article (e.g., example, comparison-contrast, cause-effect, analogy).
   3.2 Given some conclusions about the article to identify specific details that lead to or support the conclusions.
   3.3 To recognize implications and to discern assumptions made by the author.

4. Reading: Fiction

   4.1 To recognize how point of view contributes to the author's purpose.
   4.2 To identify examples of satire or irony if they occur in the story.
   4.3 To identify major and minor themes in a story.
   4.4 Continuation of Level V skills.

5. Reading: Poetry

   5.1 To recognize the way the poet uses key words and images to create a mood in the poem.
   5.2 Continuation of Level V skills.

6. Writing: Expository

   6.1 To select a general topic from a given list, to formulate a specific assertion about that general topic, and to explain/analyze/develop that topic and assertion, with appropriate organizational pattern, in five paragraphs.
      a. To develop a multi-sentence introductory paragraph which clearly states the specific topic and assertion to be developed in the essay and which implies the method of organization to be used (e.g. reasons, causes-effects, description, narration).
      b. To formulate three body paragraphs, each of which begins with a topic sentence which states the main point of the paragraphs and which develops the main assertion of the essay.

c. To clearly explain and specifically illustrate each main point of each body paragraph.
d. To develop a multi-sentence concluding paragraph which drawns together all of the ideas in the body of the essay by coming to a conclusion (not a summary) concerning the main topic/assertion of the essay (e.g. its significance, its implications, or an evaluation of the evidence given in the body if the essay.

COROLLARY REQUIREMENTS

7. Language: Political Language

7.1 To recognize the effect a politician is trying to achieve by use of certain words and phrases.
7.2 To identify journalistic and political cliches.
7.3 To determine the effect of language choice on racial identity and attitudes.

8. Language: Figurative vs. Literal

8.1 To recognize the use and effect of figurative language.
8.2 To be able to distinguish literal and figurative uses of language;
8.3 To identify euphemisms and their uses.
8.4 To understand (not very behavorial) the role of symbols in our language and to distinguish between symbols and things symbolized, between word and thing.

9. Language: Sentence Structure

9.1 To learn to combine simple sentences into compact, complex and complex-compound sentences.
9.2 To learn to revise and rewrite to increase clarity in writing (pronoun reference, ambiguity, dangling modifiers, awkward sentence structure etc).

10. Language: Vocabulary

10.1 To identify and learn to manipulate common word-root and suffixes and prefixes in order to form new words.

Burlingame High School
English Department

Book List, 1973-1974

LEVEL VI - Fall Semester

Required Texts

| | |
|---|---|
| Golding | Lord of the Flies |
| Goodman | 75 Short Masterpieces |
| Greene | Essays for Modern Youth |
| Hemingway | Old Man and the Sea |
| | Corollary Kit |
| Knowles | Phineas and other Stories |
| Littell | The Language of Man Book III, Chapter 3 |
| Littell | The Language of Man Book VI, Chapter 4 |
| Potok | The Chosen |
| Schweitzer | A Variety of Short Plays |
| Summerfield | Man in the Expository Mode-IV |
| Summerfield | Man in the Fictional Mode-IV |
| Summerfield | Man in the Poetic Mode-III |
| | Red Sky at Morning |

Optional Texts

| | |
|---|---|
| Bradbury | Farenheit 451 |
| Cleary | The Sundowners |
| Fuller | Four Novels for Adventure |
| | Kidnapped |
| | Les Miserables |
| | Messer Marco Polo |
| | Green Mansions |
| Hugo | Les Miserables |
| Inglis | Adventures in English Literature, Clympic Ed. |
| Inglis | Adventures in English Literature, Mercury Ed. |
| | (See B.P. Tapes: Riders to Sea BD, 11) |
| Loban | Adventures in Appreciation |
| Schram | Adventures for Americans |
| Shakespeare | Romeo & Juliet |

Grammar Texts

| | |
|---|---|
| Corbin & Perrin | Guide to Modern English Grade 11 (Greene) |

Writing Texts

| | |
|---|---|
| Brown | Unit Lessons in Composition 1a, 1b, 1c |
| Christ | Handbook |

Reading List

| | |
|---|---|
| Cronin | The Citadel |
| Cronin | Keys of the Kingdom |
| Shulman | West Side Story (not play) |

Burlingame High School
English Department

LEVEL VI - Fall - Corollary Book Program

Key Literary Work: The Old Man and the Sea

Theme A: The Physical Splendor of the Sea

| | |
|---|---|
| Carson, Rachel | The Sea Around Us, P2361-Sig. |
| Lawrence, D.H. | The Sea and Sardinia, C123-Comp. |
| Lindberg, Ann Morrow | Gift from the Sea, 2619-Panth |

Theme B: The Sea and the West as a Stage for Human Dreams

| | |
|---|---|
| London, Jack | The Sea Wolf and Selected Stories, CP 217-Sig C |
| Short | Three for the Money |

Theme C: The Glory and Ordeal of Personal Regeneration

| | |
|---|---|
| Lagerkvist, Par | Barrabas, F2417-Ban. |
| Maugham, W. Somerset | Of Human Bondage, GC178-PB |

Theme D: The Hemingway Hero -- Another and Younger Version

| | |
|---|---|
| Hemingway | The Snows of Kilimanjaro, SL-32-Scrib. |
| Hemingway | Green Hills of Africa, SL-50-Scrib. |
| Hemingway | For Whom the Bell Tolls, SL-4-Scrib. |

Burlingame High School
English Department

Book List, 1973-1974

LEVEL VI - Spring Semester

Required Texts

| | |
|---|---|
| Crane | 50 Great Short Stories |
| Freier-Lazarus | Adventures in Modern Literature |
| Greene | Essays for Modern Youth |
| Hansberry | Raisin in the Sun |
| Knapp | Introduction to Poetry |
| Lee | To Kill a Mockingbird (permabound) |
| | Corollary Kit |
| Littell | The Language of Man Book VI, Chapter 1 |
| Orwell | Animal Farm |
| Purves & Palazzi | Responding: A Good Life |
| Shakespeare | Midsummer Night's Dream |
| Summerfield | Man in the Fictional Mode-V |
| Turner | A Measure of Dust |

Optional Texts

| | |
|---|---|
| Bonham | Durango Street |
| Buck | The Good Earth |
| Cook | Adventures in Appreciation |
| Doyle | Comparative Classics: Cyrano de Bergerac |
| Rawlings | The Sojourner |
| Squire | Greek Myths and Legends |
| Summerfield | Voices, the 4th Book |
| Vidal | Best Television Plays |
| West | Friendly Persuasion |

Grammar Texts

| | |
|---|---|
| Corbin | Guide to Modern English Grade 10 |
| Warriners | English Grammar and Composition Grade 10 |

Writing Texts

| | |
|---|---|
| Brown | Unit Lessons in Composition 2a, 2b, 2c |
| S.R.A. | Composition Units, Lessons 8,9, 13-15 |
| Strunk | Elements of Style |

Reading List

| | |
|---|---|
| Christ | Myths and Folklore |

Burlingame High School
English Department

LEVEL VI - Spring - Corollary Book Program

Key Literary Work: To Kill A Mockingbird

Thematic Variants for Corollary Program

Man's Inhumanity to Man

| | |
|---|---|
| Agee, James | A Death In the Family, Avon G1034 |
| Frank, Anne | The Diary of a Young Girl, Pocket Books C317 |
| Melville | Billy Budd and Other Tales, Signet CT75 |
| Twain | Pudd'nhead Wilson, Bantam AC50 |

The Common Man as Hero

| | |
|---|---|
| Haas | Trouble Summer |
| Maugham, W. Somerset | The Moon and Sixpence, Bantam FC153 |
| Tolstoi | The Cossacks and The Raid, Signet CD56 |

Burlingame High School
English Department - Selective

Book List, 1973-1974

THE AMERICAN DREAM

| | |
|---|---|
| Alger | Ragged Dick (Social Science Dept.) |
| Dreiser | An American Tragedy |
| Dreiser | Sister Carrie |
| Fitzgerald | The Great Gatsby |
| | Corollary |
| | Tape (AN 13) |
| Halline | Six Modern Plays |
| | The Emperor Jones |
| | Winterset |
| | The Man Who Came to Dinner |
| | The Little Foxes |
| | The Glass Menagerie |
| | Mister Roberts |
| Miller | Death of A Salesman |
| | Corollary |
| | Tapes (AD 3,11) |
| Lewis | Babbitt |
| Levine | Vocabulary for College-bound Student |
| O'Neill | The Iceman Cometh |
| Radke | Word Resources |
| Rolvaag | Giants In the Earth |
| | Corollary |
| | Tape (AN 13) |
| Schulberg | What Makes Sammy Run |
| Suhor | American Dream |
| Wright | Black Boy |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Sound Filmstrips: | American civilization: |
| | Man's search for glory |
| | Man's dream of empire |
| | Man's quest for wealth |
| | Man's pursuit of human rights |
| Slides | The American dream: myth or reality |
| Sound filmstrip | The American genius in literature and the arts |
| Sound filmstrip | Understanding American drama |
| Tape | Anderson, Maxwell - Winterset (dramatic highlights) |
| Sound filmstrip | Fitzgerald, Scott - The Fitzgerald saga |
| Sound filmstrip | Fitzgerald, Scott - Gatsby - the American myth |
| Motion picture | Scopes trial (re: Inherit the wind) |
| Tape | Connelly, Mark - The green pastures |
| Sound filmstrip | Understanding American drama |

Burlingame High School
English Department - Selective

Book List, 1973-1974

American Dream Corollary Book Program

Key Literary Works: Death of a Salesman
Sixteen Famous American Plays

Theme A: A Scholarly View of Drama

| | |
|---|---|
| Bently, Eric | American Drama, Anchor |
| Clurman, Harold | Fervent Tears, D8 Drama |
| Downer, Alan | American Drama, TYC |
| Gassner, John | Theatre in Our Times, Crown |
| Smith, Cecil | Musical Comedy in America, 5-TAB |
| Young, Stark | Theatre, D12-Drama |

Theme B: A Comparative Treatment of Subject Matter

| | |
|---|---|
| Mersand, Joseph | Three Plays About Marriage, ANTA orig. W658-WSP |
| Mersand, Joseph | Three Plays of American Individualism, W653-WSP |
| Mersand, Joseph | Three Plays of American Realism, W652-WSP |
| Mersand, Joseph | Three Plays About Doctors, W656-WSP |
| Mersand, Joseph | Three Comedies of American Family Life, W651-WSP |
| Squire, Willard | Three Distinctive Plays on Abraham Lincoln, W655-WSP |

Theme C: The Unique American Situation

| | |
|---|---|
| Chapman, Robert | Billy Budd, SD4-Drama |
| Connelly, Marc | Green Pastures, HRW |
| Freedley, George | Three Plays by Maxwell Anderson, W670-MSP |
| Inge, William | Dark at the Head of the Stairs, A2164-Ban |
| Lawrence, Jerome | Inherit the Wind, A2102-Ban |
| Vidal, Gore | Visit to a Small Planet, S1788-NAL |
| Wilder, Thornton | Three Plays, HC98-Ban |

Burlingame High School
English Department - Selective

Book List, 1973-1974

American Dream Corollary Book Program

Key Literary Work: The Great Gatsby, F. Scott Fitzgerald

Theme for Corollary Program: The American Dream -- Ideal and Potential; Practice and Reality

| | |
|---|---|
| Albee, Edward | The American Dream, Coward-McCann CM6 |
| James, Henry | Portrait of A Lady, Riverside Ed. A7 |
| O'Neill | Three Plays, Vintage VI65<br>Mourning Becomes Electra<br>Strange Interlude<br>Desire Under the Elms |
| O'Neill | Touch of the Poet, Yale Press Y2 |
| Stegner | Big Rock Candy Mountain, American Century S19 |
| Washington Square Press | Three Dramas of American Individualism M653 |

Burlingame High School
English Department - Selective

Book List, 1973-1974

American Dream Corollary Book Program

Key Literary Work: Rolvaag's Giants in the Earth

Theme A: The Pioneer Experience, American Version

| | |
|---|---|
| Cather, Wills | O Pioneers, 16 Sen Ed |
| Guthrie, A.B. | The Big Sky, 44-Sen Ed |
| Guthrie, A.B. | The Way West, 50050-PG |
| Richter, Conrad | The Trees, SC 269-Ban |
| Richter, Conrad | The Fields, SC 270-Ban |
| Richter, Conrad | The Town, SC 271-Ban |
| Stewart, George R. | Ordeal by Hunger, K-138-Ace |

Theme B: The Pioneer Experience, A World Experience

| | |
|---|---|
| Malmud, Bernard | The Magic Barrel, 5153-Dell |
| Uris, Leon | Exodus, N3075-Ban |

Theme C: The Melting Pot, Ethnic Riches of America

| | |
|---|---|
| Glazer, Nathan | Beyond the Melting Pot: Negroes, Puerto Ricans, Jews, Italians, and Irish in New York |
| O'Connor, Edwin | The Last Hurrah, S2856-Ban |
| | MIT Press |
| Ross, Leonard | The Education of Hyman Kaplan, HB 87-Harv |
| Stein, Joseph | Fiddler on the Roof, 75115-PB |

Burlingame High School
English Department - Selective

Book List, 1973-1974

## AMERICAN SHORT FICTION

| | |
|---|---|
| Cerf | 16 famous American Plays |
| Crane | 50 Great American Short Stories |
| Crane | 50 Great Short Stories |
| Current | American Short Stories |
| Dillenbeck | Seven Novellas |
| | The Apple Tree |
| | The Short Happy Life of Francis Macomber |
| | Daisy Miller |
| | May Day |
| | The Old Maid |
| | Youth |
| | The Party at Jack's |
| Fuller | Adventures in American Literature |
| Halline | Six Modern American Plays |
| | Tape (AD 7) |
| | Emperor Jones |
| | Winterset |
| | Man Who Came to Dinner |
| | Little Foxes |
| | Glass Menagerie |
| | Mister Roberts |
| Inglis | Adventures in American Literature |
| Jewett | Country of the Pointed Firs |
| Levine | Vocabulary for college-bound student |
| O. Henry | Surprises, 20 Stories |
| Poe | Poems and Tales |
| | Tapes (AS 15,16,17,22,28) |
| Poe | 18 Best Short Stories |
| Radke | Word Resources |
| Stegner | Great American Short Stories |
| | Tapes (AM 16, AS 3,4,5,10,11,18,22,25,27, 29,32,33) |
| Steinbeck | Travels With Charley |
| Welty | Selected Short Stories |

## MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Tape | James, Henry - Turn of the Screw |
| Tape | Parker, Dorothy - Stories (read by Shirley Booth) |
| Tape | Poe, Edgar - A Poe reader (dramatic highlights) |
| Tape | Great themes in literature: 3 tapes - the short story |
| Record-LP | Poe, Edgar - The tell-tale heart; silence |
| Sound filmstrip | Poe, Edgar - That Strange Mr. Poe |
| Transparancy | English literature - one transparancy entitled: The Short story - narrative pattern one transparancy entitled: The Short story - characteristics |

Burlingame High School
English Department - Selective

Book List, 1973-1974

THE ART OF THE FILM

| | |
|---|---|
| Jacobs | Introduction to the Art of the Movies |
| Kael | I Lost It At the Movies |
| Kuhn | Exploring the Film |
| Levine | Vocabulary for college-bound student |
| Macgowan | Behind the Screen |
| Radke | Word Resources |
| Stephenson | The Cinema As Art |
| Taylor | Cinema Eye, Cinema Ear |
| | Film Quarterly |
| | Sight and Sound |
| | Media and Method |
| | Film Facts |

MEDIA SOFTWARE AVAILABLE - ERC or Media Center

| | |
|---|---|
| Tape | Preminger, Otto & Wald, Jerry - Censership and cinema - discussion |
| Tape | Hollis, Alpert - The Claimant - (discussion of European films) |
| Tape | Crowther, Bosley - The Great Films (discussion) |

Burlingame High School
English Department - Selective

Book List, 1973-1974

## COMMUNICATION

| | |
|---|---|
| Ardrey | Territorial Imperative |
| Birdwhistle | Kinesis and Context |
| Fabun | Communications: The Transfer of Meaning |
| Fast | Body Language |
| Fraenkl | Writing Systems |
| Fraenkl | What is Language |
| Hall | The Silent Language |
| Kaiser Aluminum News III/65 | Communication |
| Leavitt | Stop, Look and Write |
| Levine | Vocabulary for college-bound student |
| Littell | How Words Change Our Lives |
| Macrorie | Writing to be Read |
| Malmstrom | Language in Society |
| Morris | The Naked Ape |
| Parry | Words and Beyond |
| Potter | English Everywhere |
| Radke | Word Resources |
| Shanker | Semantics: The Magic of Words |

## REFERENCE MATERIALS

### Life Reprints

Origins of Language
History of English Language

## MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Sound filmstrip | Linguistic backgrounds of English |

Burlingame High School
English Department - Selective

Book List, 1973-1974

## CREATIVE WRITING

| | |
|---|---|
| Gretton | Wriring Incredibly Short Plays, Poems, Stories |
| Hook | Writing Creatively |
| Kantor, Osgood, Emanuel | How I Write/2 |
| Leavitt | Stop, Look, and Write |
| Levine | Vocabulary for college-bound Students |
| McBee | Writer's Journal: Experiments |
| Radke | Word Resources |
| Ridout | Short Stories for Discussion |
| Sellers | Cross My Heart |
| Stacy | Typog |
| Wharton | Ethan Frome |
| Woodward | The Craft of Prose |
| Summerfield | Man in the Expository Mode VI |

## MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Slide Library | This set will suggest ideas and provide starting points for: writing descriptive titles<br>writing stories or poems<br>Sets of 20 slides each of these subjects: Faces and Feeling; Metropolis; Seasons, Searching, and Sharing |
| Transparancies | Writing through Pictures |
| Transparancies | English Literature: Basic information to use in creative writing |
| Sound filmstrip | Mood of Earth - creative writing of Haiku |
| Walt Disney 8mm film | Composition Starters |
| Tapes | Great Themes in Literature |

Burlingame High School
English Department - Selective

Book List, 1973-1974

HUMANITIES

| | |
|---|---|
| Deer/Deer | The Popular Arts: A Critical Reader |
| Fabun | On Motivation |
| Frenz | American Playwrights on Drama |
| Galsworthy | The Forsyte Saga |
| Galsworthy | Man of Property with Indian Summer of a Forsyte |
| Golding | The Inheritors |
| Jiminez | Platero and I |
| Kazantazakis | Zorba the Greek |
| Kostelanetz | The New American Arts |
| Levine | Vocabulary for college-bound Student |
| Radke | Word Resources |
| Read | A Concise History of Modern Sculpture |
| Robinson | Artist |
| Ross | Player: A Profile of an Art |
| Satin | Ideas in Context |
| Steichen | Family of Man |

REFERENCE MATERIALS

Life Magazine Reprints

Ancient Egypt: Work and Pleasure
Ancient Egypt: Kings and Gods
Greece: The Birth of Reason
Greece: Pride and Fall
Greece: The Golden Age
Rome: The 1300 Years
Rome: Lively Hub of the Empire
Michelangelo
History of Western Culture: Nineteenth Century Upheaval
Cycle of Despair: The Negro and the City
Cities for Tomorrow
The Human Body: Marvel of Motion

Life Magazine Filmstrips

Part II - The Affluent Society of the 18th Century (58 frames)
Part III - The Sturdy Age of Homespun (60 frames)
Part IV - The Magnificent Classic Revival (63 frames)
Part V - The Romantic Decades
Part VI - The Timeless Southwest
Part VII - An Age of Gilden Opulence
Lorenzo Ghiberti: The Gates of Paradise: The Doors of the Baptistry in Florence

American Painting Filmstrips

Part I - The 17th and 18th Centuries (77 frames)
Part II - The Romantic Era (70 frames)
Part III - Years of Change (69 frames)
Part IV - The Eight and the Modernists

Book Lists, 1973-1974

HUMANITIES (continued)

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Sound filmstrip | Great words of art explained |
| Slides | World's Greatest Paintings |
| Sound filmstrip | Romanticism |
| Sound filmstrip | The Enlightenment |
| Sound filmstrip | Ancient Rome (2 sets - 1 Schloat, 1 Guidance) |
| Sound filmstrip | Our Heritage from Ancient Greece |
| Sound filmstrip | Humanities: Age of Leonardo and Michelangelo |
| Sound filmstrip | Humanities: The Renaissance in Florence |
| Sound filmstrip | Humanities: The Age of Dante and Giotto |
| Slides | Classicism and Romanticism: The Sober and the Sublime |
| Slides | Romanticism and Realism |
| Slides | French Painting |
| Slides | English Painting |
| Slides | Early Italian |
| Slides | Early Renaissance |
| Slides | Early Flemish Painting |
| Slides | Impressionist Paintings |
| Sound filmstrip | Images of Man |
| Sound filmstrip | The Black Experience in the Arts |
| Sound Filmstrip | World History: Three Great Eras of Mankind |
| Sound filmstrip | Harlem Renaissance and Beyond |

Burlingame High School
English Department - Selective

Book List, 1973-1974

SEMINAR IN INDIVIDUAL AUTHORS - SHAW and IBSEN - 3

| | |
|---|---|
| Kaufman | G.B. Shaw: A Collection of Critical |
| McFarlane | Discussion of Henrik Ibsen |
| Shaw | St. Joan |
| Shaw | Four Plays by Shaw |

Burlingame High School
English Department - Selective

Book List, 1973-1974

SEMINAR IN INDIVIDUAL AUTHORS - FAULKNER and STEINBECK - 1

| | |
|---|---|
| Faulkner | Intruder In Dust |
| Faulkner | The Portable Faulkner |
| Faulkner | Sartoris |
| Faulkner | Basalom, Absalom |
| Faulkner | The Sound and the Fury |
| Faulkner | Three Famous Novels |
| | Spotted Horses |
| | Old Man |
| | The Bear |
| Faulkner | As I Lay Dying |
| Faulkner | The Hamlet |
| Faulkner | Light in August |
| Faulkner | Reivers as Reminiscence |
| Faulkner | Sanctuary |
| Howe | William Faulkner: A Critical Study |
| | |
| Steinbeck | America and Americans |
| Steinbeck | East of Eden |
| Steinbeck | In Dubious Battle |
| Steinbeck | Journal of a Novel: the East of Eden letters |
| Steinbeck | Long Valley |
| Steinbeck | Of Mice and Men |
| Steinbeck | Once There Was a War |
| Steinbeck | Pastures of Heaven |
| Steinbeck | Russian Journal |
| Steinbeck | Sweet Thursday |
| Steinbeck | The Portable Steinbeck |
| Steinbeck | The Winter of our Discontent |
| Steinbeck | To a God Unknown |
| Steinbeck | Tortilla Flat |
| Steinbeck | Travels With Charley |
| Steinbeck | Wayward Bus |
| Steinbeck | World of Steinbeck |
| French | John Steinbeck |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Sound filmstrip | Steinbeck's America |
| Sound filmstrip | Steinbeck, John - Steinbeck's Losers |
| Sound filmstrip | Faulkner, William - Faulkner |
| Tape | Steinbeck, John - Grapes of Wrath |
| Tape | Faulkner, Wm. - Wild Palms (dramatic highlights) |

Burlingame High School
English Department - Selective

Book List, 1973-1974

INTRODUCTION TO THEATRE

| | |
|---|---|
| Brook | The Empty Space |
| Cavendish | The World of Theatre |
| International Theatre Instit. | The American Theatre 1971-72 |
| International Theatre Instit. | The American Theatre 1972-73 |
| Roby and Ulanov | Introduction to Drama |
| Roose-Evans | Experimental Theatre: From Stanislavsky to Today |
| Rowe | A Theatre in Your Head |
| Schechner | Public Domain |
| Wright | Understanding Today's Theatre |

REFERENCE BOOKS

| | |
|---|---|
| Bacon and Breen | Literature for Interpretation |
| Boleslavsky | Act: The First Six Lessons |
| Cole and Chinoy | Actors on Acting |
| Cole | Playwrights on Playwriting |
| Corrigan and Rosenberg | The Context and Craft of Drama |
| Diderot and Archer | Paradox of Acting and Masks or Faces |
| Dietrich | Play Direction |
| Fergusson | Idea of a Theatre |
| Funke | Actors Talk about Acting, Vol. I |
| Funke | Actors Talk about Acting, Vol. II |
| Gorchakov | Stanislavsky Directs |
| Forelik | New Theatres for Old |
| Hart | Act One |
| Kerr | How Not to Write a Play |
| Knight | The Liveliest Art |
| Lewis | Method or Madness? |
| McGaw | Acting is Believing |
| Smith | Musical Comedy in America |
| Stanislavsky | An Actor Prepares |
| Stanislavsky | Building a Character |
| Stanislavsky | My Life in Art |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Tape | Williams, Emlyn - The Corn is Green (dramatic highlights) |
| Tape | Anderson, Maxwell - Winterset (dramatic highlights) |
| Numerous tapes of dramatic highlights of established works | |
| Tape | Role of the Drama Critic |
| Tape | American Theater Spectrum |
| Tape | Survey of American Theater |

Burlingame High School
English Department - Selective

Book List, 1973-1974

## LITERATURE OF THE IMAGINATION

| | |
|---|---|
| Carroll | Alice in Wonderland and Through the Looking Glass |
| Duerenmott | Traps |
| Hughes | High Wind in Jamaica |
| Jackson | The Haunting of Hill House |
| Jackson | The Sundial |
| James | Turn of the Screw and Daisy Miller |
| La Fontaine | Selected Fables and Tales |
| Levin | Vocabulary for college-bound Student |
| Loria | Analysis of Charlie Brown |
| Radke | Word Resources |
| Saki | Incredible Tales |
| Tolkein | The Tolkein Reader |
| Tolkein | The Return of the King |
| Tolkein | The Two Towers |
| Tolkein | The Fellowship of the Ring |
| Ward | Black Magic: 13 chilling tales |
| Wells | The Good of the Gods |
| Wilde | Picture of Dorian Gray |

## MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Tape | James, Henry - The Turn of the Screw |
| Tape | Tolkein, J.R.R. - Poems and Songs of Middle Earth |

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English Department - Selective

Book List, 1973-1974

MASS MEDIA

| | |
|---|---|
| Kael | I Lost It At the Movies |
| Kaufmann | Great Television Plays |
| Littell | The Language of Man Book VI |
| Riley | Freedom From Dilemma |
| Sheratsky-Reilly | The Lively Arts: Four Representative Types<br>The African Queen (Novel) - Forester<br>Inherit the Wind (Stage Play) - Lawrence & Lee<br>Abraham Lincoln-The Early Years (TV Script) - Agee<br>Marty (Screenplay) - Chayefsky |
| Van Laan | Language and the Newstand |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Tape | Movies on the Move (prominent directors discuss the changing climate of the cinema) |
| Tape | Preminger, Otto & Wald, Jerry - Censorship and Cinema |
| Tape | Crowther, Bosley - The Great Films |

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English Department - Selective

Book List, 1973-1974

MODERN AMERICAN POETRY

| | |
|---|---|
| Boyton and Mack | Introduction to the Poem |
| Hall | Contemporary American Poetry |
| Untermeyer | Ogden Nash |
| Whicher | Twelve American Poets |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Sound filmstrip | American Poetry: the 19th Century |
| Sound filmstrip | Understanding and Appreciation Poetry |
| Sound filmstrip | Poems of Love/Poems of War |
| Sound filmstrip | Poetic Voice of Black Experience |

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English Department - Selective

Book List, 1973-1974

MYTH AND FOLKLORE

| | |
|---|---|
| Garrity | Irish Stories and Tales |
| Goodrich | Medieval Myths |
| Goodrich | Ancient Myths |
| Hamilton | Mythology |
| Homer | Odyssey |
| Levine | Vocabulary for college-bound Student |
| Radke | Word Resources |
| Renault | The King Must Die |
| Renault | Bull from the Sea |
| Robinson | Myths and Legends of all Nations |
| Rutherford | African Voices |
| Scott | Ivanhoe |
| Tennyson | Idylls of the King |
| Wechsler | Gods and Goddesses in Art and Legend |
| White | The Once and Future King |

REFERENCE MATERIALS

| | |
|---|---|
| Feldman | African Myths and Tales: Saga of Gretter the Strong |
| Frazer | The New Golden Bough |
| Frye | Anatomy of Criticism - 4 Essays |
| Ghosh | The Dance of the Shiva |
| Poulakes | American Folklore |
| Redfield | The Primitive World and Its Transformations |
| Rieu | Illiad |
| Wagnor | The Ring of the Nibeling |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Tape | Tales from Across the Ocean |
| Tape | Adventures and Fables (including Kipling, Carroll, Twain, and Aesop's Fables) |
| Tape | Classical Literature - Heroes, Gods and Monsters of the Greek Myths, v.1-6 |

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English Department - Selective

Book List, 1973-1974

## ORAL INTERPRETATION OF LITERATURE

| | |
|---|---|
| Bowen | NOW |
| Coger and White | Readers Theatre Handbook: A Dramatic Approach to Literature |
| Hunsinger | Communicative Interpretation |
| Levine | Vocabulary for college-bound Student |
| Lynn | Designs for Reading Poems |
| Ostroff | Poet as Artist and Critic |
| Radke | Word Resources |
| Raff | Shape |
| Robinson and Lee | Speech in Action |
| Walters | The Reader |

## MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Tapes | Students can use the many tapes of dramatic highlights of established works |
| Sound filmstrip | Understanding and Appreciating Poetry |
| Sound filmstrip | Poetic Experience |

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English Department - Selective

Book List, 1973-1974

POETRY

| | |
|---|---|
| Dinny | Two Ways of Seeing |
| Goldstein | The Poetry of Rock |
| Hogan | Poetry of Relevance I |
| Hogan | Poetry of Relevance II |
| Perrine | Sound and Sense |

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English Department - Selective

Book List, 1973-1974

## READINGS IN POPULAR WRITINGS

| | |
|---|---|
| Baum | Designs in Non-Fiction |
| Boulle | Bridge Over the River Kwai |
| Burdick | Fail Safe |
| Capote | In Cold Blood |
| du Maurier | Hungry Hill |
| Freedley | Three Plays About Crime and Criminals |
| Levine | Vocabulary for college-bound Student |
| Malone and Roberts | From Pop to Culture |
| Mac Lean | Guns of Navarrone |
| Playboy Press | Playboy's Short Stories |
| Popp | Four Complete Modern Novels |
| | The Teahouse of the August Moon-Sneider |
| | The Romance of Rosy Ridge-Kantor |
| | The Sea of Grass-Richter |
| | The Wreck of the Mary Deare-Innes |
| Radke | Word Resources |
| Roth | Goodbye-Columbus |
| Summerfield | Man in the Expository Mode V |
| West | The Devil's Advocate |
| Wolf | Kandy-Kolored-etc., Baby |
| Kesey | One Flew Over the Cuckoo Nest |

## REFERENCE MATERIALS

| | |
|---|---|
| Wolfe | The Pump House Gang |

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English Department - Selective

Book List, 1973-1974

SCIENCE FICTION

| | |
|---|---|
| Clarke | Childhood's End |
| Heinlein | A Stranger In a Strange Land |
| Herbert | Dune |
| Loughlin | Journeys in Science Fiction |
| Silverberg | Science Fiction Hall of Fame |
| Smiley | Something Strange |
| Vonnegut | Player Piano |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Tape | Bradbury, Ray - Cool Green Hills of Earth (dramatic highlights) |
| Tape | Bradbury, Ray - Dwellers in Silence |

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English Department - Selective

Book List, 1973-1974

SCIENCE FICTION COROLLARY BOOK PROGRAM

| | |
|---|---|
| Asimov | Fantastic Voyage |
| Asimov | I. Robot |
| Bradbury | The Martian Chronicles |
| Boulle | The Planet of the Apes |
| Clarke | 2001 - A Space Odyssey |
| Compton | Synthajoy |
| Crichton | The Andromeda Strain |
| Norton | Daybreak--2250 |
| Pohl | The Age of the Pussyfoot |
| Vonnegut | Sirens of Titan |
| Wyndham | The Day of the Triffids |

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**English Department - Selective**

**Book List, 1973-1974**

**SHAKESPEARE**

All's Well that Ends Well
Antony & Cleopatra
As You Like It
Comedies, Volume 1
Comedies, Volume 2
Comedy of Errors
Coriolanus
Cymbeline
Folger Guide to Shakespeare
Henry IV, Part I
    Tapes (BSH 11,30,32,34,44,50)
Henry IV, Part II
Henry V
Henry V (Washington Square)
Henry VI, Part I
Henry VI, Part II
Henry VI, Part III
Henry VIII
Julius Caesar in Shakespeare, Shaw and the Ancients - Harrison
    Corollary
    Tape for Caesar & Cleopatra (BO 13)
King John
King Lear, Eight Great Tragedies in World Literature
Macbeth
    Tapes (BSH 18,19,41,48,50)
Macbeth (Washington Square)
Measure for Measure
Merchant of Venice, Thurber, Harper
    Tapes (BSH 20,32,33,34,45,50)
Merry Wives of Windsor
Midsummer Night's Dream
Much Ado About Nothing
Othello
Richard II
Richard III
Shakespeare's Poems
Shakespeare's Sonnets
Tempest
Twelfth Night
Two Gentlemen of Verona

**MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER**

| | |
|---|---|
| Tape | Shakespeare, William - The Merry Wives of Windsor |
| Sound filmstrip | Poetic Experience (includes Shakespeare) |
| Sound filmstrip | Great Plays of the Stage (dramatic presentations)<br>Julius Caesar, King Lear |
| Tape | Incidental Music to Shakespeare |

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English Department - Selective

Book List, 1973-1974

SHAKESPEARE COROLLARY BOOK PROGRAM

Key Literary Work: Julius Caesar and Caesar and Cleopatra
Julius Caesar in Shakespeare, Shaw and the Ancients

Theme for Corollary Program: Power--Positive Force and Corrupting Force

| | |
|---|---|
| Durrenmott | The Visit, Evergreen E344 |
| Giraudoux | Four Plays, Drama MD 12<br>Ondine<br>The Madwoman of Chaillot<br>The Apollo of Bellac<br>The Enchanted |
| Hook | The Hero in History, Beacon Press BP12 |
| Lewis | Elmer Gantry, Dell 2266 |
| Ludwig | Napoleon, Pocket Book GC 11 |
| Shaw | Arms and the Man, Bantam, AC 6 |
| Wilder | The Ides of March, Signet P2340 |
| Holt, Rinehart & Winston | Emporer Jones in Four Modern Plays, Series 1, |

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**English Department - Selective**

**Book List, 1973-1974**

**SPEECH 1-2**

| | |
|---|---|
| Irwin and Rosenberger | Modern Speech |

**SUPPLEMENTARY TEXTS**

| | |
|---|---|
| Painter | Ease in Speech |
| Robinson and Lee | Speech in Action |

**REFERENCE MATERIALS**

| | |
|---|---|
| Barnlund & Haiman | The Dynamics of Discussion |
| Braden and Gehring | Speech Practices |
| Brigance | Speech: Its Techniques and Disciplines in a Free Society |
| Chase | The Tyranny of Words |
| Hall | The Silent Language |
| Hayakawa | The Use and Misuse of Language, Language in Thought and Action |
| Johnson | People in Quandaries |
| Nichols and Stevens | Are You Listening? |

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English Department - Selective

Book List, 1973-1974

SPORTS IN LITERATURE

| | |
|---|---|
| Gilman | Behind the Mask |
| Kirschner | Great Sports Reporting |
| Knudson | Sports Poetry |
| Kramer | Instant Replay: The Green Bay Diary of Jerry Kramer |
| Lavin | Action: An Anthology of Writing About Sports |
| McKay | On Two Wheels |
| Pepe | The Incredible Knicks |
| Sample | Confessions of a Dirty Ballplayer |
| Schulman | Winners and Losers |

Burlingame High School
English Department - Selective

Book List, 1973-1974

UTOPIAN SOCIETIES

| | |
|---|---|
| Abbott | Flatland |
| Huxley | Brave New World<br>Corollary Kit<br>Tape (AM 14) |
| Koestler | Darkness at Noon |
| More | Utopia |
| Orwell | Nineteen Eighty-four |
| Orwell | Nineteen Eighty-Four: Text,Sources,Criticism |
| Zamiatin | We |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Sound filmstrip | Free Will and Utopias |

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English Department - Selective

Book List, 1973-1974

UTOPIAN SOCIETIES COROLLARY BOOK PROGRAM

Key Literary Work: Brave New World, Aldous Huxley

Corollary Theme: Utopian, Distopian, Anti-Utopia Fiction

| | |
|---|---|
| Capek | R.U.R. and The Insect Play (and in 16 European Plays) 34-Ox |
| Huxley | Brave New World Revisited, P23-PL |
| Miller | A Canticle for Leibowitz, S2973-Ban |
| Wells | Tono-Bongay, CD43-NAL-SigC |
| Wells | Three Prophetic Novels<br>When Sleepers Wake<br>Story of Days to Come<br>Time Machine |

Science Fiction as a Utopian Sub-type

| | |
|---|---|
| Szilard | The Voice of the Dolphins and Other Stories, Simon and Schuster Essandess |

American Inclination and Retreat from Utopianism

| | |
|---|---|
| ANTA Series | Three Dramas of American Individualism, W653-WSP<br>Magnificent Yankee<br>High Tor<br>Golden Boy |
| ANTA Series | Three Dramas of American Realism, W652-WSP<br>Idiot's Delight<br>Time of Your Life<br>Street Scene |
| Edwards | The Survivors |

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English Department - Elective

Book List, 1973-1974

ADVANCED COMPOSITION - ENGLISH 7

| | |
|---|---|
| Beale and Hoopes | Search for Perspectives |
| Barnett | Eight Great Comedies |
| Brooks and Warren | Modern Rhetoric |
| CEEB | End of Year Exams |
| Cerf | Sixteen Famous British Plays |
| Collier | Crisis - A Contemporary Reader |
| Ellison | The Invisible Man |
| Guth | A Short New Rhetoric |
| Hayakawa | Language in Thought and Action |
| Keyes | Comparative Comedies |
| Nye | Structure in Reading and Writing |
| Pearl | Practice Book for SAT |
| Shakespeare | Hamlet |
| | Corollary Kit |
| Silone | Bread and Wine |
| Strunk | Elements of Style |
| Woodard | The Craft of Prose |

REFERENCE MATERIALS

Life Magazine Reprints

The Art of Reviewing
Ghandi: The Non-Violent Activist
Shakespeare and the Modern Stage (Hamlet)
Shakespeare at 400 (Hamlet)
The Struggle To Be An Individual

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English Department

Book List, 1973-1974

ADVANCED COMPOSITION COROLLARY BOOK PROGRAM

Key Literary Work: Hamlet

Theme for the Corollary Program: Internal and External Criticism as an Approach to Interpretation

| | |
|---|---|
| Campbell | Shakespeare's Tragic Heroes, UP-1 BN |
| Granville-Barker | Preface to Hamlet, Dramabook D6 |
| Granville-Barker-Harrison | A Companion to Shakespeare Studies, Anchor A191 |
| Harbage | Shakespeare: The Tragedies, Spectrum S-TC-40 |
| Harrison | Introducing Shakespeare, Pelican A43 |
| Jones | Hamlet and Oedipus, Anchor A31 |
| Leavenworth | Interpreting Hamlet, Chandler Publishing Co. |
| Levenson | Discussion of Hamlet, Heath 6D4 |
| Levin | The Question of Hamlet, Compass C78 |
| Main | The Tragedy of Hamlet, Inter-textual Commentaris, Odyssey Press |
| Spencer | Shakespeare and the Nature of Man, MP 71 |
| Wilson | What Happens in Hamlet, Cambridge Univ. Press |

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English Department - Elective

Book List, 1973-1974

BASIC READING

Text

| | |
|---|---|
| Greene | Another Eye |
| Woods | Reading Skills |
| | Tests for Reading Skills |

Workbooks

| | |
|---|---|
| Scott-Foresman | Basic Reading Skills |
| Smith | Be a Better Reader, Book I |
| Smith | Be a Better Reader, Book II |
| Smith | Be a Better Reader, Book III |
| Smith | Be a Better Reader, Book IV |
| | Improve Your Reading Through Phonics |

Dictionaries

Thorndike High School Dictionary

Labs

SRA Reading Lab IIIa
IIIb
RFU-Junior
RFU-General
Study Skills Library - ESL
Social Studies
Science

Supplementary Readers

Adventures in Apacheland
Checkered Flag Series
On Target
Stories for Teenagers
Striving
Teen Age Tales - Book 1
Book 2
Book 3
Book 4
Reader's Digest Advanced Reading
The Deep Sea Adventure Series
Top Flight
Who Am I?

Test Books

SRA Better Reading Book 1
Book 2

Machines

Filmstrips - GH,HG,LJ,JI,KL,LK, 30 Intermediate Numbers, 40 Adv. Numbers
Controlled Reader
Rateometers
Study Guides - GH,HG,LJ,JI,KL,LK
Tach-X

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

Tape — ARL 2 Radio Reading Series 2 (30 stories with booklets)

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English Department - Elective

Book List, 1973-1974

COMPOSITION REVIEW

| | |
|---|---|
| Altschuler | Choices |
| Brooks | The Outnumbered - A Book of Essays |
| Center and Persons | Problems in Reading and Thinking |
| Cerf | Sixteen Famous British Plays |
| Christ | Handbook of English |
| Corbin | Guide to Modern English Grade 12 |
| Cox and Foote | Reading Approach to College Writing |
| Goldstone, Cummings, Clunhill | Points of Departure: A collection of Short Fiction |
| Grant | Correctness and Precision in Writing |
| Pearl | Practice Book for SAT |
| Silone | Bread and Wine |
| Smith and Paxton | Learning to Write |
| Stegner | Modern Composition |
| Strunk | Elements of Style |
| Wood | Senior English Review |

REFERENCE MATERIALS

Life Magazine Reprints

Air Pollution
The Art of Reviewing
Close Composition: New York Times Magazine
The Human Body: Energy Factory
Negro History: Hard Reality of Freedom (Invisible Man)
The Struggle to Be an Individual
What Will the New Man Be Like?

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English Department - Elective

Book List, 1973-1974

DEVELOPMENTAL READING

**Basic Texts**

Breaking the Reading Barrier - Dev. 3-4
How to Become a Better Reader - Dev. 102
Read with Speed and Precision - Dev. 5-6
Success in Reading - Dev. 1-2

**Workbooks**

Smith — Be a Better Reader, Book V
Smith — Be a Better Reader, Book VI

**Dictionaries**

Webster's Collegiate

**Labs**

SRA Reading Lab IIIa
SRA Reading Lab IVa
SRA RFU General Lab.
SRA RFU Senior Edition

**Test Books**

SRA Better Reading Book 1-rev. ed.
SRA Better Reading Book 2-rev. ed.
SRA Better Reading Book 3-old
Optimum Reading Achievement Book II
Optimum Reading Achievement Book III
Reading efficiency charts GH-HG
Reading efficiency charts IJ-JI
Reading efficiency charts KL-LK

**Machines**

Controlled Reader
Rateometers
Tach-X

**Filmstrips**

GH, HG, IL, JI, KL, LK, MN
30 Intermediate Numbers
40 Advanced Numbers
Cenco - Set 7/8 9/10

**Study Guides**

GH, HG, LJ, JI, KL, LK, MN

**Supplementary Books**

Teen Age Tales Book 5
Teen Age Tales Book 6

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English Department - Elective

Book Lists, 1973-1974

DRAMA 1-2

| | |
|---|---|
| Elkind | 32 Scenes for Acting Practice |
| Ommanney | The Stage and the School |

DRAMA 3-4

| | |
|---|---|
| Albright | Working Up a Part |
| Weis | Ten Short Plays |

DRAMA 5-6, 7-8

| | |
|---|---|
| Benedetti | The Actor at Work |
| Elkind | 30 Scenes for Acting Practice |
| Steffenson | Great Scenes from World Theatre |

REFERENCE BOOKS (used at various levels)

| | |
|---|---|
| Bacon and Breen | Literature for Interpretation |
| Boleslavsky | Act: The First Six Lessons |
| Cole and Chinoy | Actors on Acting |
| Cole | Playwrights on Playwriting |
| Corrigan and Rosenberg | The Context and Craft of Drama |
| Diderot and Archer | Paradox of Acting and Masks or Faces |
| Dietrich | Play Direction |
| Fergusson | Idea of a Theatre |
| Funke | Actors Talk about Acting, Vol. I |
| Funke | Actors Talk about Acting, Vol. II |
| Gorchakov | Stanislavsky Directs |
| Gorelik | New Theatres for Old |
| Hart | Act One |
| Kerr | How Not to Write a Play |
| Knight | The Liveliest Art |
| Lewis | Method or Madness? |
| McGaw | Acting is Believing |
| Smith | Musical Comedy in America |
| Stanislavsky | An Actor Prepares |
| Stanislavsky | Building a Character |
| Stanislavsky | My Life in Art |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Tape | Williams, Emlyn - The Corn is Green (dramatic highlights) |
| Tape | Anderson, Maxwell - Winterset (dramatic highlights) |
| Numerous tapes of dramatic highlights of established works | |
| Tape | Role of the Drama Critic |
| Tape | American Theater Spectrum |
| Tape | Survey of American Theater |

Burlingame High School
English Department - Elective

Book List, 1973-1974

INDEPENDENT STUDY

| | |
|---|---|
| Hamalian | Great Stories by Nobel Prize Winners |
| Phelps | 20th Century Culture |
| Scott | Five Approaches to Literary Criticism |

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English Department - Elective

Book List, 1973-1974

NEWS I-II

Basic Text

| | |
|---|---|
| Adams, Julian | Press Time |

Supplementary Texts

| | |
|---|---|
| [illegible]ligan, John | Experience in Journalism |
| [illegible]k, DeWitt | Journalism and the School Paper |

NEWS II-III

Basic Text

| | |
|---|---|
| Adams, Julian | Press Time |

Supplementary Texts

| | |
|---|---|
| Berry, Thomas | Journalism Today |

Burlingame High School
English Department - Elective

Book List, 1973-1974

THE NOVEL - ENGLISH 7, 8

| | |
|---|---|
| Alain | The Wanderer |
| Bellon | Dangling Man |
| Booth | Pride and Prejudice, text, sources, criticism |
| | Corollary |
| Camus | The Plague |
| | Corollary |
| Dostoevsky | Crime and Punishment |
| Eliot | Silas Marner |
| Faulkner | Absalom, Absalom |
| Forster | Aspects of the Novel |
| Golding | Free Fall |
| Hawthorn | The House of Seven Gables |
| Hesse | Steppenwolf |
| Lawrence | Sons and Lovers |
| Levy | Christ Stopped at Eboli |
| O'Flaherty | The Informer |
| Priestly and Davis | Four English Novels |
| | Austen - Pride and Prejudice |
| | Dickens - Pickwick Papers |
| | Hardy - The Return of the Native |
| | Conrad - The Secret Sharer |
| Wasiolek | Crime and Punishment and the Critics |

MEDIA SOFTWARE AVAILABLE - ERC or MEDIA CENTER

| | |
|---|---|
| Sound filmstrip | American Genius in Literature and the Arts |
| Sound filmstrip | An Audio-visual History of English Literature |
| Sound filmstrip | Faulkner, William - Faulkner |

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English Department - Elective

Book List, 1973-1974

THE NOVEL - ENGLISH 7-8 COROLLARY BOOK PROGRAM

Key Literary Work: Pride and Prejudice, Jane Austen

Corollary Theme: The Novel as a Work of Social Commentary

| | |
|---|---|
| Anderson | Winesburg, Ohio, C-39 - Comp |
| Dostoevsky | The Possessed, 7058 LE - Dell |
| Jonson | Volpone, The Alchemist in Three Plays, Vol. 1 MD 8-Drama |
| Pirandello | Naked Masks, Pirandello in Five Plays, D6-Evman |
| Stendahl | The Red and the Black, W719-WSP |
| Strindberg | Seven Plays (Miss Julie, Easter, The Father) NC217-Ban |
| Thackery | Vanity Fair, HRW |
| | Juno and the Paycock, O'Casey, in Three Plays, SM |

Burlingame High School
English Department - Elective

Book List, 1973-1974

THE NOVEL - ENGLISH 7-8 COROLLARY BOOK PROGRAM

Key Literary Work: The Plague, Albert Camus

Theme for Corollary Program: Man in Limbo

| | |
|---|---|
| Albee | Zoo Story, Coward McCann CM3 |
| Baldwin | Nobody Knows My Name, Delta 6435 |
| Beckett | Waiting for Godot, Evergreen E33 |
| Brecht | Threepenny Novel, Evergreen E43 |
| Kafka | Parables and Paradoxes, Schoken Books SB12 |
| Moravia | Three Novels, Signet T1955<br>The Conformist<br>Fancy Dress Party<br>A Ghost at Noon |
| Pirandello | Naked Masks - Five Plays (Six Characters in Search of an Author), Everyman D6 |

Burlingame High School
English Department - Elective

Book List, 1973-1974

SHORT FICTION - ENGLISH 8

| | |
|---|---|
| Camus | The Stranger |
| Cela | The Family of Pascal Duarte |
| Frederick | Adventures in Fiction (5 pairs of stories and 3 novels) |
| | The Rocking-Horse Winner-Lawrence |
| | Strawberry Ice Cream Soda - Shaw |
| | Neighbor Rosicky - Cather |
| | The Buried Leaf - West |
| | The Masque of the Red Death - Poe |
| | The Night the Ghost Got In - Thurber |
| | Her First Ball - Mansfield |
| | The Snob - Callaghan |
| | Rappaccini's Daughter - Hawthorne |
| | The Man Who Would Be King - Kipling |
| | Typhoon - Conrad |
| | Brat Farrar - Tey |
| | Wuthering Heights - Bronte |
| Joyce | The Dubliners |
| Ludwig | Nine Short Novels |
| Moffitt | Points of View |
| Sweetkind | Ten Great One-Act Plays |
| Thurston | Modern Short Stories |

Burlingame High School
English Department

Selected Titles in BHS Library

THE AMERICAN DREAM

| | | |
|---|---|---|
| 92 F | Milford, Nancy | Zelda, a biography |
| 92 F | Mezener, A | The Far Side of Paradise; a biography of F. Scott Fitzgerald |
| 92 O | Coolidge, O | Eugene O'Neill |
| 92 W | Webb, C | Richard Wright, a biography |
| 92 W | Williams, J. | The Most Native of Sons, a biography of Richard Wright |
| 131.3 | Huber, R. | The American Idea of Success |
| 809 | Falk, D. | Eugene O'Neill's The Tragic Tension |
| 810 | Engel, E. | The Haunted Heroes of Eugene O'Neill |
| 810.8 | Smith, Bernard, ed. | The Democratic Spirit |
| 810.8 | Margolies, E. | A Critical Study of the 20th Century Negro American Author |
| | Bone | The Negro Novel in America |
| 810.9 | Sklar, R. | F. Scott Fitzgerald |
| 812 | Cargill, O. | O'Neill and His Plays |
| 812 | Gassner, John | Eugene O'Neill (U. of Minn.) |
| 812 | Alexander, D. | The Tempering of Eugene O'Neill |
| 813 | Gerber, P. | Theodore Dreiser (Twayne) |
| 813 | Lydenberg, J. | Dreiser (20th C. views) |
| 813 | Shapiro, C. | Theodore Dreiser, our Bitter Patriot |
| 813 | Eble, K. | F. Scott Fitzgerald (Twayne) |
| 813.09 | McCall, Don | The Example of Richard Wright |
| 813.52 | Mizener, A. | F. Scott Fitzgerald (P-Hall) |
| 813.52 | Shain, C. | F. Scott Fitzgerald (U. of Minn.) |

Burlingame High School
English Department

Selected Titles in BHS Library

ART OF THE FILM

| | | |
|---|---|---|
| 791.4 | Deming, Barbara | Running Away from Myself (films of the forties) |
| 791.4 | Bobker, Lee | Elements of Film |
| 791.4 | Capote, Truman | Trilogy |
| 791.4 | Sarris, A. | Interviews with Film Directors |
| 791.4 | Reisz, Karel | Technique of Film Editing |
| 778.5 | Ferguson, R. | How to Make Movies |
| 791.43 | Barr, C. | Laurel & Hardy |
| 791.43 | Colman, H. | Making Movies |
| 791.43 | Crisp, C. | Francois Truffant |
| 791.43 | Eckert, C. | Focus on Shakespearean Film |
| 791.43 | Griffith, R. | The Movies |
| 791.43 | Higham, C. | Hollywood in the Forties |
| 791.43 | Huff, Roy | Focus on the Horror Film |
| 791.43 | Johnson, W. | Focus on the Science Fiction Film |
| 791.43 | Kael, Pauline | The Citizen Kane Book |
| 791.43 | Kardish, L. | Reel Plastic Magic; A history of films and filmmaking in America |
| 791.43 | McCarty, C. | Bogey - the Films of Humphrey Bogart |
| 791.43 | Michael, P. | The Academy Awards, a Pictorial History |
| 791.43 | Perry, G. | The Films of Alfred Hitchcock |
| 791.43 | Quigley, J. | Charlie Chaplin |
| 791.43 | Richie, D. | The Films of Akira Kurosawa |
| 791.43 | Ringgold, G. | Films of Bette Davis |
| 791.43 | Robinson, David | Hollywood in the Twenties |
| 791.43 | | The Films of Jean-Luc Godard |
| 792 | Harris, Julie | Julie Harris Talks to Young Actors |
| 791.43 | Baxter, J. | Hollywood in the Thirties |
| 791.43 | Sohs, David | Film: The Creative Eye |
| 791.43 | Fulton, A. | Motion Picture |

Burlingame High School
English Department

Selected Titles in BHS Library

COMMUNICATION

| | | |
|---|---|---|
| 133.9 | Ebon, Martin | Communicating With the Dead |
| 149 | Hayakawa, S. | Symbol, Status & Personality |
| 156 | Lorenz, Konrad | On Aggression |
| 301.11 | Berne, Eric | What Do You Say After You Say Hello? |
| 301.16 | Steinberg, Charles | The Communicative Arts |
| 301.2 | Alland, Alexander | The Human Imperative |
| 301.24 | Miller, G. | Psychology of Communication |
| 412 | Chase, S. | Danger - Men Talking |
| 417.7 | Cottrell, Leonard | Reading the Past |
| 418 | Per, Mario | Talking Your Way Around the World |
| 422 | Sorel, N. | Word People |
| 422 | Nurnberg, M. | Won ders in Words |
| 427 | Dillard, J. | Black English |
| 427.09 | Claerbout, David | Black Jargon in White America |
| 428 | Postman, Neil | Language in America |
| 599 | National Geographic | The Marvels of Animal Behavior |
| 599.8 | Van Lowick-Goodall | In the Shadow of Man |

Burlingame High School
English Department

Selected Titles in BHS Library

INDIVIDUAL AUTHORS 1-Faulkner & Steinbeck

| | | |
|---|---|---|
| 810 | Meriwether, James | Lion in the Garden (Faulkner) |
| 813 | Webb, J. | William Faulkner of Oxford |
| 813.09 | French, W. | Companion to the Grapes of Wrath |
| 813.52 | French, W. | John Steinbeck |
| 816.08 | Steinbeck, John | Journal of a Novel |
| 813 | Steinbeck Conference | Steinbeck, the Man and His Work |

Works by these authors available. Please see Librarian.

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Selected Titles in BHS Library

INDIVIDUAL AUTHORS 3 - Shaw & Ibsen

| | | |
|---|---|---|
| 809 | Kronenberger, L. | G. B. Shaw; a Critical Survey |
| 820 | Meisel, M. | Shaw and the 19th Century Theatre |
| 820 | Woodbridge, H. | G. B. Shaw - Creative Artist |
| 938.8 | Knight, G. | Ibsen, H. |

Works by these authors available. Please see Librarian

Burlingame High School
English Department

Selected Titles in BHS Library

INTRODUCTION TO THE THEATRE

| | | |
|---|---|---|
| 792 | Little, Stuart | Off Broadway |
| 792 | Hartnoll, P. | Concise History of the Theatre |
| 792 | Cole, T. | Actors on Acting |
| 792 | | International Theatre Institute - Theatre 4 |
| 792.09 | Cheney, Sheldon | The Theatre |
| 792.09 | Hewitt, B. | History of the Theatre |
| 792.0952 | Scott, A.C. | Kabuki Theatre of Japan |
| 793.3 | Terry, W. | The Dance in America |
| 809.2 | Gassner, J. | Masters of the Drama |
| 812.009 | Frenz, H. | American Playwrights on Drama |

NOTE: Many drama anthologies and plays by individual dramatists available.

Burlingame High School
English Department

Selected Titles in BHS Library

## LITERATURE OF THE IMAGINATION

### Fiction

| | | |
|---|---|---|
| St. Exupery | | The Little Prince |
| Stephens, James | | Crock of Gold |
| Stewart, Mary | | The Crystal Cave |
| Gardner, John | | Grendel |
| Shelley, Mary | | Frankenstein |
| Gallico, P. | | The Abandoned Snowflake |
| Gallico, P. | | Thomasina |
| Carroll, Lewis | | Alice in Wonderland |
| 822 | Capote, Truman | The Grass Harp |
| Nothan, R. | | Portrait of Jennie |
| Swift, J. | | Gulliver's Travels |

### Children's Fiction

| | | |
|---|---|---|
| White, E. B. | | Charlotte's Web |
| Waber, B. | | An Anteater Named Arthur |
| Dr. Seuss | | Cat in the Hat |

### Short Stories

| | | |
|---|---|---|
| | | The Other Side of the Clock |
| DeFord, M. | | Elsewhere, Elsewhen, Elsehow |
| Fast, H. | | The General Zapped An Angel |
| Boucher, A. | | The Compleat Werewolf and other stories of fantasy and science fiction |
| 133.4 | Appel, B. | Man and Magic |
| 133.4 | Maple, Eric | The Dark World of Witches |
| 133.9 | McHargue, G. | Facts, Frauds and Phantasms |
| R133 | Rachleft, Owen | The Occult Conceit |
| 133.4 | Gregor, A. | Witchcraft and Magic |
| R133.4 | Brown, R. | A Book of Witchcraft |
| R133.4 | Harning, Peter | The Necromancers |
| R133.4 | Parrinder, G. | Witchcraft-European and American |
| R133 | Gibson, W. | The Complete Illustrated Book of the Psychic Sciences |
| R133.5 | Stearn, J. | A Time for Astrology |

(Astrology mini library has 12 books)
(ESP mini library has 12 books)

| | | |
|---|---|---|
| | Evans, R. | J.R.R. Tolkien |
| | Wedick, Harry | A Treasury of Witchcraft |
| | Jung | Psychology and Religion Dreams |
| | Gylor, Sir Edward | Religion in Primitive Culture |
| | Frazer | The Golden Bough |
| | Baldwin | Schemes, Dreams and Med. Men |
| 398 . and 398.2 | | Fairy Tale Collections |

Burlingame High School
English Department

Selected Titles in BHS Library

MASS MEDIA

| | | |
|---|---|---|
| 92 B | Bouton, James | I'm Glad You Didn't Take It personally |
| 071 | Adler, Ruth | A Day in the Life of the New York Times |
| 301.16 | Steinberg, Charles | The Communication Arts |
| 301.16 | Holmgren, Rod | The Mass Media Book |
| 301.16 | Rivers, William | Responsibility in Mass Communications |
| 301.16 | Lineberry, W. | Mass Communications |
| 301.2 | Bagdikian, Ben | The Information Machines |
| 301.2 | Alland, Alexander | The Human Imperative |
| 301.24 | McLuhan, M. | Understanding Media |
| 301.24 | McLuban, M. | Culture is our Business |
| 301.29 | Cantor, Norman, ed. | The History of Popular Culture to 1815 |
| 301.29 | Cantor, Norman, ed. | The History of Popular Culture Since 1815 |
| 323.4 | Pember, Don | Privacy and The Press |
| 323.445 | Bagdikian, B. | The Effete Conspiracy and other Crimes of the Press |
| 323.445 | Small, W. | Political Power and The Press |
| 323.445 | Glessing, Robert | The Underground Press |
| 329.05 | McGinniss, Joe | The Selling of The President 1968 |
| 330 | Congressional Quarterly | Trillion-Dollar Economy |
| 364.2 | Lange, D. | Mass Media and Violence |
| 384.55 | Lang, Kurt | Politics and Television |
| 659.1 | Packard, V. | The Hidden Persuaders |
| 791.4 | Tyler, Poyntz, ed. | Television and Radio |
| 791.44 | Lackmann, Ron | Remember Radio |
| 791.45 | Johnson, N. | How To Talk Back to Your Television Set |
| 791.45 | Moyer, Martin | About Television |
| 791.45 | Millerson, Gerald | The Technique of Television Production |
| 817 | World Pub. | Rowan and Martin's Laugh-In |

Violence in the Media - Editorial Research Reports (See Librarian)